

# Happy Tots Private Day Nursery

270 Middleton Road, Crumpsall, Manchester, M8 4NB



<b>Inspection date</b>	5 February 2018
Previous inspection date	9 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Since the last inspection there have been several different managers. Consistent monitoring has lapsed and legal requirements have not been consistently met. The previous improvement in the quality of provision has not been maintained.
- The provider has not informed Ofsted of a significant event and changes to the premises. These events were appropriately managed and children's safety was assured.
- The quality of teaching is not consistently good. Children are not consistently supported to make good progress in their communication and language development.
- The arrangements to promote the targeted learning of children who have special educational needs and/or disabilities (SEN) are not fully effective in helping them begin to catch up quickly.

### It has the following strengths

- The recently appointed manager has evaluated swiftly. She is taking prompt and effective action to address known issues and she is beginning to monitor and drive improvement. Staff supervision sessions have been resumed and training has been prioritised.
- Children enjoy coming to nursery and form strong bonds with some long serving staff. Parents value the strong relationships and good communication.
- The nursery is well resourced with interesting equipment indoors and outdoors. Children play with interest and teaching in the pre-school room is strong. By the time they leave the nursery, many have developed skills which prepare them well for school.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ take effective steps to improve knowledge and understanding of changes and events that must be notified to Ofsted</li> </ul>	05/03/2018
<ul style="list-style-type: none"> <li>■ take steps to raise the quality of teaching to consistently good, to help narrow the gaps in children's learning and development.</li> </ul>	05/03/2018

### To further improve the quality of the early years provision the provider should:

- improve teaching to help encourage and enhance children's speaking skills particularly during group times
- enhance the level of support provided for children who have SEN and/or disabilities and improve the effectiveness of the role of the special educational needs coordinator (SENCO) to help ensure that the targeted learning plans are implemented consistently.

### Inspection activities

- The inspector observed the quality of teaching during activities and play, indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector observed a planned session and jointly evaluated the teaching with the nursery manager.
- The inspector held discussions with the provider and nursery manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector viewed a range of documents, including policies and procedures, planning and children's assessment records. She checked evidence of the suitability of staff working on the premises.
- The inspector spoke to a number of parents on the day of the inspection and took account of the views of others using the nursery's records.

### Inspector

Angela Rowley

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The new manager has swiftly addressed issues with the front door and entrance system. She is working hard to further improve risk assessment and security. All internal doors to children's rooms are coded to prevent unauthorised access. Child protection procedures are clearly understood and staff appropriately implement the nursery's whistleblowing procedure to help ensure children's safety. Following a previous incident, arrangements for the safe storage and use of mobile phones and cameras have been improved. Legally required ratios are met. At times, however, the way staff are deployed does not have a good impact on children's learning. For example, the SENCO is not always provided with sufficient time to robustly monitor the implementation of the precise plans in place, to help support children who have a development delay. Partnership working is strong. Staff work closely with other professionals to share information to help ensure children's needs are understood.

### Quality of teaching, learning and assessment requires improvement

Although some teaching is strong, this is not consistent across the nursery. All staff use the nursery's effective systems to help them accurately assess what children can do and to plan activities that help promote most children's progress well. Sometimes, however, staff do not use effective ways to promote children's speaking skills. In large-group activities, staff do not always support quieter children to engage alongside their more confident peers or children who display challenging behaviour. Additionally, they do not always do enough to distract babies from using dummies for long periods. Staff in the pre-school room have high expectations of children. They plan and create a highly enabling environment. They encourage children to think independently and allow them to follow through their own ideas. They promote literacy and mathematics well.

### Personal development, behaviour and welfare require improvement

Overall, staff use effective techniques to help children understand appropriate ways to behave. Simple messages to stop or finish, help children who have communication difficulties to understand. The nursery is very inclusive. Staff are nurturing and encourage all children to develop kind, caring attitudes towards each other. The emotional well-being of new children is prioritised and staff support them with plenty of cuddles and reassurance. Children's good health is effectively promoted through some nutritious food and regular outdoors play. Physical exercise is encouraged using the new exciting outdoor play equipment and through weekly sports sessions.

### Outcomes for children require improvement

The gap between the attainment of children who have SEN and/or disabilities and their peers is closing but not quickly enough. Children often make less progress in the development of their speaking skills than in other areas of learning. Despite this, by the time they leave the nursery, in most areas children are generally achieving what is typically expected. Children have good independence. They show interest in sounds and letters, and they begin to count and calculate well.

## Setting details

<b>Unique reference number</b>	500096
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1122669
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	94
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Mr Falah Al-Khafaji and Mrs Anglea Al-Khafaji Partnership
<b>Registered person unique reference number</b>	RP552849
<b>Date of previous inspection</b>	9 February 2015
<b>Telephone number</b>	0161 740 1777

Happy Tots Private Day Nursery registered in 1999 and is run by a partnership. The nursery employs 15 members of staff. Of these, one holds a BA Honours Degree in Early Years and six are qualified at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year old children.

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