

Happi Feet Nursery

47 Erith Road, BELVEDERE, Kent DA17 6HF



Inspection date	21 September 2018
Previous inspection date	7 March 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision is inadequate

- The provider does not ensure that all staff, including those in leadership roles, have a secure understanding of the nursery's safeguarding policies and procedures to safeguard children's welfare. In addition, she does not ensure that staff's records are maintained and easily accessible for inspection purposes as required.
- Risk assessment is ineffective. The provider and staff do not recognise when there is a risk to children's safety and take prompt action to remove all potential threats. This means that children's safety cannot be assured.
- Arrangements for the supervision and training of staff is weak. Some staff are not clear about their roles and responsibilities. In addition, the quality of teaching is inconsistent. Not all children receive sufficient challenge in their learning to make the best progress possible in their development.
- Self-evaluation is not robust enough to identify all areas to improve and breaches of requirements.

It has the following strengths

- Children enjoy playing outside and this helps their physical development.
- Staff working with the toddlers interact effectively with them and plan relevant activities to stimulate their interest. Some of the toddlers feel confident and show a positive attitude towards learning.

What the setting needs to do to improve further

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

	Due date
ensure all staff, including those in leadership roles, have a secure and clear understanding of the nursery's safeguarding policies and procedures	22/10/2018
ensure risk assessment is thorough and effective to identify potential safety hazards, and take prompt action to remove or minimise any risks, to safeguard children's well-being	22/10/2018
maintain required records of all staff and ensure these are easily accessible and available for inspection purposes	22/10/2018
establish an effective system for the induction and supervision of staff, which provides appropriate coaching and training, to improve their knowledge, understanding and practice, and raise the quality of teaching to a consistently good level.	22/10/2018

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

- implement robust systems for self-evaluation to identify priority areas for improvement and to provide positive outcomes for children.

Inspection activities

- This inspection was carried out following the risk assessment of concerns raised.
- The inspector completed a joint observation with the manager and held discussions about children's learning.
- The inspector looked at documentation, including recruitment records, and evidence of staff's suitability and qualifications.
- The inspector observed all play areas and staff's interactions with children and the impact this has on children's learning.
- The inspector spoke to members of staff at appropriate times throughout the inspection.

Inspector

Josephine Afful

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The provider does not ensure that all staff working with children understand the nursery safeguarding and whistle-blowing policies. Some staff are unaware of how to escalate safeguarding concerns if the manager fails to act. Risk assessment is weak. The provider and staff do not ensure that all potential risks are quickly identified and removed to ensure children's safety. For example, they fail to recognise the potential risk of wires hanging in the baby room and the unsafe flooring in the garden, which causes children to trip and fall. Arrangements for staff supervision and training of staff are not effective. The provider has not addressed the inconsistencies in the quality of teaching and she does not ensure that all staff are clear about their roles and responsibilities. She fails to ensure that required records, such as staff's Disclosure and Barring Service details and qualifications, are maintained and easily accessible for inspection purposes. Generally, the provider ensures that the required adult-to-child ratios are met and that staff are deployed well to supervise children's play. There are effective systems in place to support parents' partnership. For example, staff use the online system well to share information regarding children's progress and give verbal feedback at the end of each day, to help keep parents informed about care routines.

Quality of teaching, learning and assessment requires improvement

Overall, the quality of teaching is inconsistent. Some staff do not use the nursery routines well to support children's learning and build on their independence. For example, older children sit in silence during lunchtime while staff share plates, serve their food and pour drinks for them. In addition, when staff plan focused activities, they do not ensure that this is differentiated well enough to challenge and meet all children's learning needs. Nonetheless, staff provide a wide range of resources and activities for children from which to choose. For example, toddlers enjoy practising their early mark-making skills as they draw their favourite fruit. Staff also plan specialised outdoor activities to foster children's interest in the natural world. Generally, staff observe and assess children's learning and stages of development to help identify any learning gaps.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding and welfare requirements compromise children's safety. In addition, some weaknesses in staff's practice and teaching have a direct impact on children's emotional well-being. For example, some staff do not respond immediately to babies' needs to help them feel settled and secure in the nursery. Staff keep records of accidents and incidents that occur on the premises and share these with parents. Overall, staff provide clear rules and expectations for behaviour. They encourage children to share and take turns to build on their social skills. Children benefit from eating healthy foods to help support their physical well-being.

Outcomes for children require improvement

Children who are the most able learners are not challenged enough to help them make the best possible progress in their learning. Some older children appear confident and speak well, while others do not. Babies move around the play areas confidently. However, they are not consistently engaged in meaningful play to help stimulate and

develop their curiosity. Overall, children acquire some basic skills that they need for their next stage of learning, including starting school.

Setting details

Unique reference number	EY456083
Local authority	Bexley
Inspection number	10078289
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	1 - 4
Total number of places	60
Number of children on roll	96
Name of registered person	Falope, Mercy Adenike
Registered person unique reference number	RP515062
Date of previous inspection	7 March 2018
Telephone number	01322408011

Happi Feet Nursery registered in 2012. The nursery employs 17 members of childcare staff, 14 of whom hold appropriate early years qualifications ranging from level 2 to level 3. The nursery's opening hours are Monday to Friday from 7am to 7pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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