

# Happy Children Nursery

Felicity House, Northdale Road, Wavertree, Liverpool, Merseyside, L15 4HT

<b>Inspection date</b>	24/10/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff demonstrate a secure knowledge of how children learn and they plan soundly to support children's next steps in their development. This means that the educational programmes have depth and breadth from which children demonstrate an enthusiasm for learning during their play.
- Toys and equipment are of a very good quality and presented invitingly. They are easily accessible and developmentally appropriate to meet the needs of the children attending. Consequently, the children are eager to explore and confident to test things out.

### It is not yet good because

- On some occasions, the organisation and deployment of staff does not fully meet the regulatory requirements; with regards to the qualifications required to meet the provision of the differing ages of children cared for.
- There is scope to foster further children's emerging writing indoors and mathematical understanding while in the outdoor play area.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the two playrooms, the outside learning environment and viewed equipment being used on the day of the inspection.  
The inspector held meetings with the nominated person for the company, the operations manager and the nursery manager. He also held discussions with the other remaining members of staff present.
- The inspector held informal joint observations with some of the staff following children's play, during which the interviewees' understanding of the learning taking place was explored.
- During the inspection, the inspector interacted with children and spoke to some of the parents.  
During the inspection, the inspector viewed children's assessment and planning records, regulatory documentation regarding adults' qualifications and suitability and children's details. He discussed the nursery's arrangements for self-evaluation and viewed the risk assessments and other safety documentation.

## Inspector

Frank Kelly

## **Full Report**

### **Information about the setting**

Happy Children Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a limited company and operates from self-contained rooms within a community centre in the Wavertree district of Liverpool. Children are cared for within two rooms located on the ground floor of the premises. There is a separate enclosed area available for outdoor play.

The setting opens Monday to Saturday, all year round with the exception of bank holidays, one week at Christmas, two days at Eid and two training days. Hours of opening are from 8am until 6pm and children attend for a variety of sessions. There are currently 33 children attending, all of whom are in the early years age group. The setting supports a number of children, who speak English as an additional language. The setting provides funded early education for two-, three- and four-year-old children.

The setting employs eight members of childcare staff. Of these, four hold appropriate early years qualifications. This includes two members of staff, who hold a childcare qualification at level 3 and one member of staff, who has a B.A (Honours) degree in Education and Early Childhood Studies. One member of staff has completed a qualification and is awaiting moderation and another is working towards a qualification.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that at all times children are present there is the correct number of suitably qualified staff. In this instance, ensure that there is a member of staff with a suitable level 3 qualification to meet the requirements for each age group cared for and ensure of any other staff at least 50 per cent of these staff hold a qualification to at least a level 2.

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

- refine the opportunities for children to develop their writing for a purpose within their free play and during adult-led activities
- extend the opportunities for children to experience an outside environment that is as rich in the usage of numbers as the indoors, for example, by using number lines and providing groups of materials to sort; numbering cars and parking bays and including games that allow children to develop an understanding of abstraction by counting things other than objects, such as claps

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

The quality of equipment and resources is of a high quality in this nursery. The management aim to provide where possible an ethos of sustainability in line with the organisation's Muslim beliefs and vision. Staff have successfully created a learning environment that is inviting and stimulating. Low-level storage baskets and boxes are accompanied by printed labels that contain Arabic and English scripts. The addition of photographs provides visual images of what each box or tray contains. This allows children to locate, select and return independently. Equipment is well organised to meet the differing developing needs of the children and keep them safe. For example, babies explore floor-placed baskets of natural materials, such as wooden toys and musical instruments. Board books provide visual stimulation and allow children to develop their coordination and dexterity as they handle them. Consequently, the children follow their own interests and enjoy their play with enjoyment and a developing concentration.

Older three-year-old children enjoy making dens with the large pieces of fabric. As they go about their play, they develop their problem solving skills and social interaction; as they work alongside their friends to tuck it into the seams of the sofa and drape it over a small table. During these times, staff stand back and allow the children to explore and follow their own ideas. At other times during their day, staff engage and ask questions to help the children develop their learning. For example, while playing in the sand pit outdoors,

the staff encourage children under two years to try and say the names of animals, such as zebra, lion and sheep. They praise the children when they enthusiastically and proudly make a 'Baaa' noise. The bilingual staff at the nursery use a range of ways to support children's language. For those children whose home language is not English; they speak in Arabic and repeat the words in English to help children feel safe and support their developing understanding.

Staff are good at supporting language development in lots of different ways. They sing songs, read stories inviting children to repeat the words. Spontaneous conversation directed down a plastic tube excites and delights two-year-old children, whose language is just emerging. These fun and interesting approaches encourage children to try to form words and widens their range of language and turn taking in conversations.

Children's learning is based on good and regular partnership working with parents. An initial assessment is undertaken in consultation with parents and recorded to provide staff with an overview of what children like and what children can do. Once children start, staff continue to undertake regular observations and following a short period of time, they create a summary of the children's development. They use the relevant guidance documents to assess if children show typical development for their age. This summary acts as a baseline for future assessment and the monitoring of children's progress. These records are shared with parents and ideas how to support children's next steps for learning are also included. This fosters the partnerships and links between the nursery and home, to support children's ongoing development and learning. For those children aged between two and three years of age, the nursery undertakes in agreement with parents, the required progress check at two. Staff demonstrate a clear understanding about its aims and relevance in relation to the ethos of early intervention.

The playrooms are organised well, so that children's learning is fostered through their access to resources and toys that allow them to experience aspects of different areas of learning throughout each time they attend. To provide a greater depth and breadth of curriculum, staff plan activities that are based around a common theme, such as recycling or autumn. Children's current interests, such as those linked to den making are noted within the planning display. Staff meet together to plan activities linked to the themes. They also add activities, such as creating a doctors surgery in the role play area to support the children's home experiences and current play. Although, there is a good range of resources that allow children to make marks with, staff are not fully extending the opportunities for children to spontaneously practise their early writing skills and write for a purpose. For example, by ensuring that pencils and crayons, pads and envelopes are included within the role play areas. Nevertheless, children are encouraged to develop their early letter recognition through daily routines, such as finding their name or picture cards and self-registering when they arrive.

Children count regularly and with confidence. Older children are eager to organise the number lines and younger children learn the rhythm of counting through number songs and rhymes. There are numerals displayed throughout the playrooms. Although, staff do create a hopscotch grid with chalks with the aim of fostering the children's recognition of numbers, they have not yet fully explored the ways they incorporate counting in the outdoor play area. For example, there are no numbered parking bays and the wheeled

trikes and cars are not numbered, so children can problem solve and match. Nevertheless, the nursery is in the process of developing the outdoor play space to reflect the quality of indoors. The mud kitchen is a favourite for children and they explore making sounds as they tap the hanging pots and pans.

Children dig in the outdoor sandpit and with staff support toddlers to fill their own watering can at the tap. There are large plastic crates available to allow them to build and construct with. These types of activities allow children to do things on a bigger scale or differently, as does their access to chalks to draw and make marks with on the tarmac. Staffs' high expectations and good support helps children to be confident, exploratory learners. Consequently, children are developing the aptitudes and necessary skills, which support them to make the transitions into the next stages of their life, such as starting at school. This includes babies being motivated to move and explore things, older children's counting and learning to listen and share with each other. They seek support to use tools when making bird feeders and have opportunities within the planned activities to use a range of technology, such as operating a compact disc player.

### **The contribution of the early years provision to the well-being of children**

Children are suitably supported to settle through a series of visits before they start. Any specific information about children's unique needs is obtained from parents before they are cared for. There are currently small numbers of children on role and the staff share information appropriately to help provide children with a consistent approach to care. Staff provide warm greetings to the children and their parents, which is making them feel welcome. Consequently, secure bonds are developing and children enter happily and separate quickly from their parents. Those who become upset or tired during their day are soothed, as staff sing gently to them in Arabic or English. The nursery has a very calm feel to it. This is part is due to the staff's gentle and unhurried manner. It creates a tranquil and relaxing atmosphere for the children and visitors alike.

The nursery demonstrates an understanding of the need to work with other services to support children should they have special educational need and/or disabilities. While they currently do not have children on role preparing for a move to school, they demonstrate a clear understanding of working collaboratively to support children in their preparations as they make the move. Transitions through nursery are supported as children in the two playrooms and age ranges have times when they meet throughout the day. As the staff team develop and increases a more structured staff team with those assigned to the specific age ranges is being adopted.

Children's health and well-being is suitably promoted as staff follow a range of familiar routines during the day. Staff help children learn about meeting their own needs as they discuss with them the need to wash their hands due to possible germs collected while playing outdoors and in the mud kitchen. This helps to minimise the spread of infection and supports the children's developing understanding of contributing to their own well-being. Many children bring a packed lunch and staff have provided information to parents regarding suitable ideas to promote a healthy diet. For those children, who have a meal provided by nursery, outside caterers currently deliver a range of meals that promote

healthy diets, such as chicken, rice and salad. Children have regular access to drinks for refreshment throughout the day. They learn about growing their own food, such as cucumbers, tomatoes and beans which they are free to pick, while playing in the garden.

Festivals and celebrations of the children attending are used to introduce the children to differing customs and a wider variety of foods. Staff demonstrate they have given careful consideration as to ways they can provide celebratory foods, while still maintaining a healthy approach. For example, during a recent celebration for Eid al-Adha, they made sandwiches decorated as faces. Fruit salads with grapes and pomegranate seeds were served in hollowed out orange skins. The orange flesh was used as one of the ingredients to create fruit smoothies. Staff discussed how they had researched ways to maintain the richness of the traditional celebratory dishes while adopting a more healthy and sugar free selection of foods. Parents and children were invited in to be part of the celebration and staff ensure that the celebrations of all the children attending are equally acknowledged, such as eating apples and honey for the Jewish festival of Rosh Hashana. This promotes an inclusive atmosphere and helps children develop positive attitudes towards difference.

Children enjoy plenty of opportunities to rest and play throughout their day. Story times provide times for relaxing and outdoors they dig, run, skip and jump around the garden. Children learn respect and care for living things as they make bird feeders to hang on the tree. They are polite and well behaved responding to the calm and respectful to role models provided by all the adults in the nursery. They take turns well and help to tidy up with enthusiasm.

### **The effectiveness of the leadership and management of the early years provision**

The management of the nursery demonstrates a sound understanding of the welfare requirements of the Statutory framework for the Early Years Foundation. Most aspects of the organisation and practice contribute to the requirements being implemented securely. They have organised the layout of the premises well, so as to promote the physical safety of the children. Equipment is of a very good quality and security is effectively maintained in all areas. Risk assessments have been undertaken and actions taken to minimise risks. For example, guards on the doors prevent trapped fingers and child proof locks on cupboards in the main kitchen area prevent them accessing materials not suitable for them. Throughout the day, staff undertake regular checks to ensure that children remain safe and protected as they play. Fire safety equipment, such as extinguishers are sited and serviced as required. The fire detection systems are checked with the required frequency to meet the fire officer's recommendations. Monthly evacuation drills are undertaken to enable the growing number of staff and children attending to gain an understanding and familiarity of what to do in an emergency.

The safeguarding children policies and procedures reflect the requirements of the Local Safeguarding Children's Board. Induction and team meetings means that staff have kept up to date with the policies and procedures. They demonstrate a secure understanding of the actions and steps they must take should they have concerns about the well-being or safety of a child. They are familiar with the procedures for whistleblowing and where they

can locate the contact details of the relevant agencies. Recruitment and selection follows the recommended practice and references are sought and vetting procedures, such as a Disclosure and Barring Service check, are completed before staff are left unaccompanied with the children. Since registration, the nursery demonstrates it has maintained suitable staff to child ratios, in that there are sufficient adults in place to care for the numbers of children present each day. However, some of the staff are not yet qualified or unable to evidence their previous training. As the numbers of children attending increase and the setting organises the provision for groups of children under two and over two years of age as required. It has not ensured that qualifications held by staff meet the minimum requirements. In particular the way they are deployed to ensure they meet minimum legal requirements at all times. This means that the nursery is in breach of the regulatory requirements. It is a requirement that the room leaders for each age range of children hold a level 3 childcare qualification and that 50 per cent of the remaining staff are also qualified to at least level 2. In addition, the nursery does not always ensure that a manager is on site, who holds a relevant qualification or has the relevant minimum experience to meet the requirements. It is acknowledged that some of the regular staff have undertaken training and are awaiting accreditation from the awarding body. On this occasion, it is recognised that it has not affected the children's safety and well-being. However, the situation requires action to ensure that the requirements fully met at all times.

A programme of induction and regular team meetings means that the small team are familiar with their day-to-day roles and responsibilities. They work harmoniously together, which is creating a pleasant experience for the children. A programme of staff supervision has recently been implemented and still in the early stages and managers demonstrate a commitment to extending staff's experience and skills through training.

The nominated individuals responsible for the company demonstrate their commitment and vision for how the nursery should operate and communicate plans for development. For example, improvement of the outdoor play area is scheduled and includes the introduction of fruit trees and raised growing beds. The managers are keen to seek the support and views of others, such as the local early years teams and other nurseries and childcare settings. Self evaluation is in place and informs future plans.

Partnership working with parents is actively encouraged through a variety of information, including a welcome pack and displays. Staff share information verbally at arrival and collection times to keep the parents up to date with their child's interests and how they have been. The nursery has sound procedures for contacting and working in partnership with parents and other services to put in place suitable support to ensure that children are not disadvantaged given their unique needs and starting points.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY461044
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	912926
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	51
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Happy Children Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07572545691

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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