

# Happy Children Nursery

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



<b>Inspection date</b>	15 January 2016
Previous inspection date	24 October 2013

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

## Summary of key findings for parents

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

- Leaders have not ensured that Ofsted are informed of changes and have not implemented rigorous vetting procedures to confirm staff's suitability to work with children.
- On occasions, some teaching is less well suited to the needs of younger children. This means some adult-led activities do not engage children's interests and staff do not always give children time to process their thoughts.

### It has the following strengths

- The quality of teaching is good. Staff provide children with a wide variety of interesting activities that contributes towards them making good progress in their learning.
- Children's independence and self-help skills are promoted well. This helps to build their confidence and self-esteem as they develop positive relationships with others.
- There are close relationships with children, and staff are caring, sensitive and responsive in their interactions. Children are warmly greeted as staff speak in both Arabic and English, helping children to develop a sense of security and emotional well-being.
- Leaders prioritise partnership working with parents and other professionals to help them support children with unique health and learning needs.
- Leaders and staff are ambitious to give children the best care and education they can. Leaders know the strengths of the nursery well and value the views of others, which are used in the self-evaluation process.

## 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>■ obtain an enhanced Disclosure and Barring Service check for all staff</li> </ul>	26/02/2016
<ul style="list-style-type: none"> <li>■ ensure that Ofsted are provided with the necessary information to enable them to carry out suitability checks for anyone aged 16 years working on the premises, and ensure Ofsted are notified of any changes in the status of the provision.</li> </ul>	26/02/2016

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

- enhance opportunities during adult-led activities that encourage the younger children to take more of an active role during their play
- reflect on the time given by staff that enables younger children to process their thoughts and ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager. She also spoke to the nominated person and the staff, and interacted with children at appropriate times during the inspection.
- The inspector looked at and discussed relevant documentation and procedures, such as the nursery's self-evaluation process, and checked evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Hilary Boyd

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Leaders have not accurately identified areas of weakness and are unaware that some requirements are not being met. They have not carried out rigorous recruitment and vetting procedures. This means that for new staff, a Disclosure and Barring Service check has not been updated. Leaders confirm that children's safety is not compromised and new staff do not have unsupervised contact with children. Staff are suitably qualified and they are encouraged to extend their knowledge and skills in various ways. This helps to ensure staff are confident in their understanding of safeguarding procedures. Safeguarding is effective. Leaders are reflective practitioners and are evaluative in their monitoring arrangements with staff. Children's progress is also monitored closely to ensure those who require intervention receive the support they need.

### Quality of teaching, learning and assessment is good

Staff know individual children well and they observe them closely, considering their current interests and abilities. Children's files provide an informative and valuable assessment tool that is shared with parents. They are actively involved and take part in extending their children's learning at home. A number of staff are enthusiastic in their approach to teaching. This contributes towards children being motivated and stimulated as they play in the well-resourced playrooms. Children are learning many key skills in literacy and mathematics. This helps older children to become enthusiastic about making marks. The bilingual staff provide additional support to promote children's language skills. Most activities are tailored around children's skills, interests and abilities. However, on occasions staff working with the younger children do not give them sufficient time to process their thoughts. Children enjoy listening to stories, rhymes and songs. However, some adult-led literacy activities do not always empower the younger children to become actively involved in these.

### Personal development, behaviour and welfare require improvement

During the inspection it was found that the provider has not informed Ofsted of changes to individuals, including the change in registration to a charitable status, within the prescribed timescale. This confirms weaknesses in their understanding of the requirements. Staff show care and interests towards children. Staff help them to develop an appreciation of, and respect for, their own and other cultures and they learn about similarities and differences between themselves and others. Staff teach children to become physically active and to move skilfully and confidently. The organisation of resources and equipment indoors and outdoors helps to promote children's physical skills. Healthy and balanced food options are provided. Children's behaviour is good and they are well mannered and show care and consideration towards others.

### Outcomes for children are good

Children, including those who speak English as an additional language, disabled children and those with special educational needs, make good progress in their learning. Leaders and staff actively encourage children to develop many of the key skills to prepare them for their move from nursery to school.

## Setting details

<b>Unique reference number</b>	EY461044
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1028316
<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>	1 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Happy Children Limited
<b>Date of previous inspection</b>	24 October 2013
<b>Telephone number</b>	07572545691

Happy Children Nursery was registered in 2013. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications ranging from level 2 to level 6, including one with Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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