

Happy Kids Delamere Park

Delamere Street, Manchester M11 1JY



Inspection date	16 October 2018
Previous inspection date	7 November 2017

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

Summary of key findings for parents

The provision is good

- Ambitious leaders are passionate about providing the very best early year's provision for all children and families. Effective systems are in place to inform continuous improvement. This has helped them to achieve the good quality.
- Well-qualified staff use their skills and knowledge generally well to plan experiences that capture children's enthusiasm for learning. Children, including those in receipt of additional funding make at least typical progress from their skills on entry.
- Children's physical health is promoted well. Children frequently visit the park and impressive outdoor area. Children benefit from extra-curricular sports sessions and use their physical skills to expertly manoeuvre across large apparatus outdoors. This includes, a challenging climbing wall, strategically placed tyres and a wooden boat.
- Partnership with parents is excellent. Staff update parents with all aspects of children's care and learning. For example, staff share interesting literature and advice about child development. They provide intriguing activity ideas for parents to continue to support children's learning at home.
- Staff work closely with external agencies. Together they provide excellent support for children who have special educational needs/and or disabilities. The nursery has a good reputation for providing a warm and welcoming environment and all children are secure and settle well.

It is not yet outstanding because:

- Staff sometimes miss opportunities to challenge children's learning and promote their individual next steps, to help them to make excellent rather than typical progress.
- Staff do not always plan meticulously from the very beginning, to help children to make the very best possible progress.

What the setting needs to do to improve further

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

- focus teaching more precisely to support individual children's next steps in learning to help them to make the best progress possible
- strengthen planning arrangements and support all children's learning more fully from the outset.

Inspection activities

- The inspector toured all areas of the setting. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held ongoing discussions with the provider and nursery manager and carried out an evaluation of teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed self-evaluation and action plans and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector

Layla Davies

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff demonstrate a strong understanding of child protection policies. All staff receive safeguarding training. They are extremely confident about possible child protection issues and the process to follow to report any concerns. Detailed policies and procedures are used well. This helps to keep children safe and well-protected. Leaders provide ongoing support and regular mentoring for staff. The staff team are keen to learn. They continue to improve their generally, good knowledge and skills with additional training or improving their childcare qualification. Children typically enter the nursery with development levels that are lower than expected. However, secure monitoring processes and overall, effective planning is helping gaps to close.

Quality of teaching, learning and assessment is good

Children develop mathematical awareness. For example, staff encourage children to use mathematical language as they fill containers and count boats during sand and water play. Staff encourage colour recognition during routine activities. For example, staff ask children to find the day of the week sign and hint that it is orange. Children confidently identify the correct sign. Children develop early writing skills. They make patterns using marker pens and use chalks and crayons to form recognisable letters at a large easel outdoors. Older girls have a strong self-awareness. They look into mirrors and create pictures of their faces. This helps to teach them how they are the same or different to their peers. Staff use strategies learnt following recent training to support children's communication skills. Staff model the correct use of language and engage children in animated discussions. This helps all children, including those who speak English as an additional language to develop good speaking skills.

Personal development, behaviour and welfare are good

Staff are friendly and extremely responsive towards children. Children's efforts are praised and behaviour is excellent. All children are aware of behavioural expectations and what will happen next. For example, staff use visual aids and a tambourine to inform them of any changes in routine. Older children play cooperatively with staff and each other. For example, they engage in an active football game outdoors. Younger children develop good relationships. For example, they explore the mud kitchen alongside other children. Even two-year-old children demonstrate good self-care skills and independence. For example, they peel oranges and capably use cutlery at mealtimes.

Outcomes for children are good

During a small group session children show an interest in a book of the month. They delight in reciting familiar phrases. They know when to sit and listen and when to join in, skilfully changing their tone to fit with the style of the book. Older children talk animatedly to staff and each other and are secure in the knowledge that their views will be listened to. All children have ample opportunities to develop independence and demonstrate very positive attitudes. This helps to prepare them well for the next stages in learning and school.

Setting details

Unique reference number	EY470174
Local authority	Manchester
Inspection number	10079468
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	15
Name of registered person	Happy Kids Childcare Limited
Registered person unique reference number	RP906420
Date of previous inspection	7 November 2017
Telephone number	0161 3719309

Happy Kids Delamere Park registered in 2013. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. The nursery employs four members of childcare staff. Of these, one holds a recognised early years qualification level 6, two staff hold recognised qualifications at level 3 and one member of staff holds a recognised qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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