

<b>Inspection date</b>	26 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the 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

### This provision is good

- The manager works effectively with her team to provide a welcoming and stimulating environment. Children settle quickly and build warm and trusting relationships with staff and particularly their key persons.
- Children are engaged and keen to take part in a wide range of activities planned to meet their current needs and interests. For example, they develop good coordination and enjoy an interesting selection of physical equipment and role-play resources.
- Leaders monitor children's development effectively, which helps to identify and plan for any gaps in learning. Staff work closely with parents and other professionals to plan a consistent, shared approach to encourage children's learning and ongoing progress.
- Parents praise the staff and believe their children are safe and cared for well. Staff communicate well with parents about children's activities and offer helpful advice.
- Leaders and staff are knowledgeable about how to protect children in their care and minimise the risks within the environment. Children develop an understanding of how to keep themselves safe, as they take responsibility for ensuring their environment is safe.

### It is not yet outstanding because:

- Leaders have not fully considered all ways to monitor staff's ongoing performance to raise the good quality of teaching and children's outcomes to an even higher level.
- At times, staff do not give children enough opportunities to learn and develop their mathematical language through play and exploration.

## What the setting needs to do to improve further

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

- strengthen the procedures for monitoring staff's practice to identify and target more precisely any weaknesses in teaching and training needs, to support every child to achieve the best possible outcomes
- place a sharper focus on recognising the learning opportunities for all children to develop their understanding and use of mathematical language.

### Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning, and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the deputy manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have good understanding of local procedures to safeguard children. They know what to do to help protect children from harm if they have concerns. The manager and her team take rigorous steps to ensure the environment is safe. Overall, leaders continue to source training that helps staff to build new skills and support children's learning. For example, sign-supported English training has improved staff's communication with children. This contributes to the positive experiences children receive and has a good impact on children's development. Staff work well with relevant agencies and other professionals to help ensure that children receive the support they need. Leaders and staff use the views of the parents and children to identify strengths and weaknesses, to help make changes that will benefit the children.

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

Staff observe children regularly to assess their individual progress. Children's next steps in learning are clearly identified and shared with parents. Staff create stimulating play situations for children. For example, children are excited as they play around the pretend campfire and in the outdoor mud kitchen. Here, they mix their own concoctions, use a range of tools and containers, and engage in imaginary play with their friends. During such times, staff play alongside children to further enhance their learning. They use demonstration, a running commentary and a range of questioning techniques to enhance children's language and communication skills. Younger children wear their favourite dressing-up outfits and run around in the fresh air, laughing and giggling as they chase their friends. Staff support older children's learning as they play in the sand pit, using sticks to make patterns and draw letters.

### Personal development, behaviour and welfare are good

Staff are friendly, approachable and settle children well. Children play happily and are comfortable and confident in their environment. Staff praise children to recognise their efforts and this helps raise children's confidence and self-esteem. Children are encouraged to adopt healthy lifestyles. They make choices from a range of fruits and breads provided for snack times and spend plenty of time in the fresh air. Staff use effective strategies to manage children's behaviour successfully. Their support helps children understand about good behaviour. Children explore resources to help them learn about different people, their communities and cultures.

### Outcomes for children are good

Children develop skills to help support them in their next stages of learning. For example, they have good listening skills and follow simple instructions. Children play imaginatively and make links from their own experiences. They develop independence and complete many tasks for themselves. All children, including those in receipt of funding, are working comfortably within the range of development typical for their age. They are well prepared for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY497419
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1035944
<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>	2 - 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Happy Kids Newbury Ltd
<b>Registered person unique reference number</b>	RP901736
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01635 45879

Happy Kids Newbury Ltd opened in 2004 and re-registered in 2016 as a limited company. It operates from a classroom located in Winchcombe School, situated in Newbury, Berkshire. The setting is open each weekday from 9am to 3pm, during term time only. It also offers a holiday club during the Easter holidays and for three weeks of the summer holidays. The setting receives funding to provide free early education for children aged two, three and four years, and employs seven staff. The manager and the deputy manager hold degrees in early years and five staff hold early years qualifications at level 3.

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