

# Happy Faces Day Care

Southbrook Community Centre, Hood Road, Southbrook, Daventry,  
Northamptonshire, NN11 4JS



## Inspection date

24 March 2016

Previous inspection date

12 March 2010

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Outstanding        | 1        |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- Children are very happy, settled and emotionally secure. All children are greeted warmly by staff and exceptional relationships have been formed. Staff are highly sensitive to the children's individual needs and recognise and value the uniqueness of each one.
- Children make outstanding progress in their learning. The quality of teaching is superb. Staff have high aspirations for all children and what they can achieve. Activities capture children's interest and continually build on what they already know. Children are highly motivated, confident and extremely eager to learn.
- Staff gather extensive information from parents about their child. Highly effective routines for the observation of all children enable staff to successfully identify their abilities. This information is then used to plan a vast array of interesting learning opportunities that challenges and extends children's learning.
- Children's sense of self-esteem and confidence flourishes in this exceptional environment. Behaviour is superb. Staff are excellent role models and value children's contributions, encouraging them to share their ideas.
- Leadership and management is exceptional. Meticulous self-evaluation processes include gathering the comments and views of the parents and children. These, alongside the views of the staff team, are used effectively to continually enhance all aspects of the provision.
- Children safety and well-being is given the utmost priority. Staff are vigilant at all times and their understanding of safeguarding children is superb. They are secure in their knowledge of the procedures for monitoring and reporting concerns to ensure children remain safe. Children's understanding of their own safety is promoted extremely well.

## What the setting needs to do to improve further

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

- continue to enhance the already excellent processes for the ongoing professional development of staff.

### 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 observed an activity and discussed teaching methods with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Tracey Boland

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. Staff are highly knowledgeable of the signs of abuse and neglect, and vigilant to the safety and well-being of children. Robust procedures for the recruitment and selection of staff effectively enhance children's safety further. Supervision and annual appraisals are thorough and support staff in their quest for excellence. The staff team is very well established and follows extremely successful processes for monitoring the effectiveness of the provision. All staff are highly valued and their individual areas of strength are celebrated. The views of parents and children are highly appreciated. The management and staff continue to enhance their own knowledge, practice and skills through ongoing training. Managers fully recognise the importance of continually enhancing staff's professional development to maintain outstanding practice.

### **Quality of teaching, learning and assessment is outstanding**

Children flourish in this exciting environment. Staff's knowledge of the individual children in their care is exceptional. Children engage in a superb variety of activities and learning experiences that stimulate, motivate and capture their interest. Staff listen intently to what children have to say. They skilfully ask questions and continually enhance children's language and communication skills. Children's recognition of letters and sounds is excellent. They register their own attendance at the setting and at snack time. Children's imagination excels. They are engrossed as they use resources to become superheroes and characters from well-known stories. Children develop their understanding of technology in many different ways. They enjoy making shadows on the wall with light, identifying different shapes and using their imagination to recreate stories. Young children are fascinated to experience different textures and use their senses.

### **Personal development, behaviour and welfare are outstanding**

Superb relationships with parents and children flourish through the excellent key-person system. Meticulous information gained from parents about their child is used effectively to provide experiences that challenge, motivate and continually enhance children's learning. Children's natural curiosity is nurtured as they make choices about their play, both indoors and outside. The garden stimulates children's interest and imagination. They relish the different smells within the sensory garden and enjoy spending time in the 'secret' garden. Mirrors add a new dimension to every area of the garden. Children explore different ways of moving and build their confidence while learning control and coordination. Behaviour is superb. Children thrive. Their confidence and sense of self-esteem flourish and staff place great importance on giving praise and encouragement to all children.

### **Outcomes for children are outstanding**

All children are making excellent progress. High-quality monitoring and tracking of children's development enables staff to continually maximise their learning. The children become highly inquisitive learners and are motivated and eager to learn. Children enjoy using technology and gain a clear insight into how things work. Resources are plentiful and support children's learning excellently. Children develop outstanding skills for future learning and in readiness for their move on to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 219935  |
| <b>Local authority</b>             | Northamptonshire  |
| <b>Inspection number</b>           | 854531  |
| <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 - 14  |
| <b>Total number of places</b>      | 30  |
| <b>Number of children on roll</b>  | 36  |
| <b>Name of provider</b>            | Southbrook Community Association Committee  |
| <b>Date of previous inspection</b> | 12 March 2010   |
| <b>Telephone number</b>            | 01327 312111  |

Happy Faces Day Care was registered in 1992. The nursery employs eight members of childcare staff, seven of whom hold appropriate early years qualifications at levels 3 or 5. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs, and children who speak English as an additional language.

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