

# Inspection of Happy Kid's Face

64 Hampton Road, Twickenham TW2 5QB

---

Inspection date: 12 April 2022

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children play in a safe, welcoming and well-resourced learning environment. They see bright displays of their artwork and their photos on the wall. Those who speak English as an additional language hear and see their home languages in the nursery. This environment, which staff have created, encourages children's enthusiasm for learning and successfully supports their emotional well-being.

Children of all ages are happy and motivated learners. Younger children enjoy stacking up wooden bricks and playing in the role play area. Older children delight in practising their early writing skills. They are able to give meaning to their drawings, which demonstrates their good communication skills. For example, they comment that they have drawn 'a beautiful princess' and 'a heavy star'.

Children behave well. They share and take turns with their peers. Children respond positively to the high expectations from staff. For example, younger children learn to wipe their own noses and how to dispose of used tissues safely. Older children delight when staff give them extra responsibility, such as serving the lunches and pouring drinks for their friends. Children gain strong self-care and independence skills that will help them in the next stage of their education.

### **What does the early years setting do well and what does it need to do better?**

- The manager makes good use of the self-evaluation process to make positive changes. As an example, she has reviewed the rear garden to enrich and extend the range of opportunities offered to children. This includes a new digging and planting area to raise children's sensory and investigative skills.
- The manager provides staff with support and training to develop their skills and knowledge. For instance, a workshop has enabled staff to understand children's play and the value of engaging with them. This has helped staff to build stronger relationships with the children. The manager recognises the need to identify the training needs of newer and less-experienced staff more accurately in order to raise their good teaching to the highest level.
- Staff observe and assess children's learning to help them to make good progress. However, occasionally, some staff do not use the information to identify clear next steps for children, particularly for the younger ones. For example, younger children find some planned activities slightly too difficult and they lose their concentration.
- Staff use a range of strategies to promote children's language, speaking and listening skills. For example, they mimic children's babbles, read books and make age-appropriate comments during play. Children develop good language and communication skills for their age.
- Mathematics features highly in the educational programmes and is promoted

well. As a result, children learn to count accurately from one to 10 and beyond. Those who are most able can solve simple addition and subtraction problems. Children have strong mathematical skills.

- Parents are overwhelmingly appreciative of the care and support their children receive in the nursery. They find staff are friendly and approachable. Parents value the two-way communication between them and staff, which helps to establish a consistent approach to children's learning. Children benefit well from this successful partnership.
- Staff build strong attachments with their key children. They offer children lots of praise and reassurance, which has a positive impact on children's emotional well-being.
- Children show high levels of confidence in social situations. They enjoy socialising and engage well with their peers, including unfamiliar adults.
- Children behave well and have positive attitudes to learning. They form strong friendships and play cooperatively.
- Staff promote children's healthy lifestyles well to support their growth and development. This includes providing children with plenty of opportunities for fresh air and exercise. In addition, staff are aware of children's dietary needs and ensure children eat nutritious meals and snacks. Staff protect children from spreading infections and germs. They encourage good hygiene habits, such as regular handwashing.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a strong understanding of safeguarding issues, including how to protect children from extreme views. They know the procedures to follow should they have a concern about a child's well-being. The manager checks staff's suitability to work with children to help keep them safe. She provides staff with induction training to help them understand their roles and responsibilities. Staff deployment is effective. Staff supervise children well in all areas to protect them from hazards that may arise during play.

## **What does the setting need to do to improve?**

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

- extend the opportunities for newer and less-experienced staff to engage in targeted professional development to raise their good teaching to the highest level
- make more effective use of observations and assessments to identify clear next steps for children, particularly for the younger ones.

## Setting details

<b>Unique reference number</b>	EY557013
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10174960
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Happy Kids Face Limited
<b>Registered person unique reference number</b>	RP557012
<b>Telephone number</b>	020 8241 2182
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Happy Kid's Face registered in 2018 and it is located in the London Borough of Richmond upon Thames. The nursery is open each weekday, from 8am to 6pm, all year round. The nursery receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk and discussed how staff organise the early years provision to support children's learning.
- Parents and staff spoke with the inspector to share their views on the provision.
- The inspector observed children's learning inside and outside. She interacted with children at appropriate times during the inspection.
- The inspector scrutinised the required documents. She held meetings with the manager to discuss the quality of the provision.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022