



Happy Hours Nursery

Inspection report for early years provision

Unique Reference Number 115263

Inspection date 09 March 2006

Inspector Deborah Jane Starr

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Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Happy Hours Day Nursery has been open since 1990. It is situated in a residential area of Nailsea, North Somerset within a converted family home. The nursery has a sister nursery in Yatton, North Somerset.

A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. There are currently 83 children on roll in the nursery; of these, 35 receive funding for nursery

education. The nursery supports children with special needs.

There are 17 members of staff, which includes 2 domiciliary staff. 13 staff hold appropriate early years qualifications.

The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is actively promoted. Well-established good hygiene routines and clear explanations increase children's understanding of the importance of maintaining good health. Children wash their hands spontaneously after messy play and after use of the toilet and know the reasons why. Staff follow effective procedures and practices which protect children from the spread of illness and risk of infection. Staff follow thorough nappy changing procedures, remove shoes in the baby unit, regularly clean surfaces and exclude children when ill. Most staff hold an appropriate first aid qualification. Procedures for the administering of medication and recording of accidents are followed consistently by all staff.

All children enjoy a varied range of physical activities on a daily basis that contribute to their good health and help them develop control and co-ordination of their bodies. Babies and younger children develop manipulation skills when playing with 'cheerios', pouring them into different sized and shaped containers. Babies and toddlers strengthen muscles and develop their mobility when using a door baby swing, coasting around the room using low level rails and surfaces to pull up and support themselves and push baby walkers effectively around the room. Younger children eagerly attempt to copy hand movements to the action song 'Five little ducks'.

Older children enjoy the freedom of space running safely and confidently around obstacles and each other in the outside area, and when visiting the park and local green next to the nursery. They climb over, under and through the climbing frame, balance on stepping stones and jump effectively through hoops. They peddle trikes and manoeuvre scooters and dolls buggies safely around each other. Children enthusiastically join in and follow instructions to move their bodies in a variety of ways when listening to a 'Sticky kids' tape and when singing action songs, such as 'wind the bobbin up'. Children develop an awareness of space around them. They consider others by making space for others to sit by them at circle time and when playing on a child sized couch with baby dolls. Children use a broad range of equipment safely and effectively. They kick balls, develop batting skills using rackets and bats, cut paper and card holding scissors appropriately, use knives and forks at meal times, help sweep up seeds using a hand brush, spread glue using spatulas and handle an interesting range of small and large tools with bristles and rubber to create different effects using paint. Children develop skills to effectively control a computer mouse and manipulate objects, such as play dough through prodding, rolling and cutting with knives and cutters. Children join and assemble junk and card to make three dimensional objects, such as rockets and 'secrets' using glue,

sellotape, staples and wool. Older children gain an awareness of the importance of warming up and stretching their bodies when listening to movement tapes. All children are able to rest and sleep according to their needs. Children enjoy plenty of opportunities for physical play outside. However, these are not planned to ensure that older, more able children are sufficiently challenged.

Children benefit from a healthy diet. They enjoy well balanced snacks of fruit, provided by parents and a variety of nutritious meals prepared daily using fresh produce. Staff discuss children's dietary needs with parents. Effective communication between the cook and staff and a flexible approach to parents' preference to provide food for their own young children ensures that children's individual dietary needs are taken account of. Children help prepare fruit for snack time and discuss the importance of healthy eating. Activities, such as food tasting, and children's own pictures of food from around the world develop their understanding further. Children have access to drinks at all times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted through clear written risk assessments, regular monitoring of hazards and daily checking of the areas used by staff. Security precautions in place and staff understanding of procedures for the collection of children effectively protect children on the premises. Children move safely around the adequately maintained nursery. There is a sufficient range of safe furniture and equipment and age-appropriate resources to meet the needs of children who attend. Children's awareness of their own personal safety is promoted through guidance given by staff. For example, children hold scissors correctly and do not run between rooms. Children practice regular fire drills and develop an understanding of road safety when walking to the local park.

All staff have a clear understanding of their responsibilities to protect children. They have a secure knowledge of the signs and issues that would raise their concerns. The child protection co-ordinator and relevant staff are clear as to the local procedures to be followed and parents are informed of this responsibility through clear notices.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happily at the nursery and explore with interest activities and toys on offer. Babies and toddlers are settled and develop positive bonds with their key worker that increase their sense of well-being. Staff are sensitive to the needs of children and support them when changes take place, such as moving from the baby unit to the main nursery. Young babies benefit from routines consistent with their experiences at home, for instance their sleeping routines.

Staff use their understanding of child development to offer activities which give

children confidence to try out new experiences. Treasure baskets containing natural materials, such as wood and sea shells, provide children with a variety of objects that promote their senses of touch, sight and hearing. Children explore texture when using play dough, jelly and cooked spaghetti, and are intrigued when shiny paper falls to the ground prompting them to copy the action of throwing and observing the effect. Babies and toddlers develop early communication skills as they attract adults around them through smiles and babbling. Young children enjoy regular opportunities to develop and extend their language through songs and stories. Staff introduce descriptive language, such as 'sticky' when playing with play dough, to help children give expression to their thoughts. Children are starting to imitate the world around them, they press numbers on a play phone and laugh and squeal when pretending to speak on the phone.

Staff working with babies and young children have a sound knowledge of child development and use the Birth to three matters framework to plan a varied range of activities. These activities, however, do not consistently reflect what staff know about children based on their observations and, therefore, do not fully promote the next stage in their development.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage curriculum. They use appropriate questioning to develop children's thoughts and ideas and skilfully encourage less confident children to contribute in the larger group. Displays of number and resources, such as maps, post cards and clocks, linked to specific activities effectively contribute to children's learning. However, although staff offer activities that are led by children's interest and daily routines are linked to the six areas of learning. The activities themselves do not reflect the next steps for children as observations of children's achievements are not regularly recorded across the six areas of learning and are not assessed, evaluated and linked to the stepping stones. As a result, children's assessments are not used effectively to inform the planning of what children should do next.

Children have a positive approach to learning. Most of them confidently contribute to the group, persevere at activities and develop good levels of concentration, for example when attaching paper together with a paper clip and completing a puzzle. Children have good levels of independence, make choices from accessible resources, dress themselves requesting assistance when required and take responsibility for their own personal care. Children help themselves to drinks, use toilets independently and help themselves to tissues to wipe their nose.

Children communicate their thoughts and ideas clearly. They enjoy listening to stories, are interested in books and are starting to link sounds and letters. More able children express their thoughts; for example, they explain how binoculars work. Children spontaneously attempt early writing when making marks on their own work, use paint brushes and water when playing outside to write recognisable letters and write names and shopping lists in their imaginative play. Singing songs and listening to music tapes by 'Bob the music man' develop children's sense of rhythm. Children express their ideas, experiences and imagination through role play, drawings and construction. For example, children take pictures with a pretend camera, create

elaborate stories about flying in a balloon using their knowledge of the local area to stop at a station and car park, and role play cooking and cleaning in the kitchen.

Children gain an understanding of shape, sequence and pattern through everyday activities, such as cutting fruit for snack, matching colour and shape through puzzles and threading beads. They are starting to use mathematical language, for example 'more' and 'less' when exploring quantity with bird seed and a variety of containers. More able children recognise and count small groups of objects up to nine correctly when playing games, such as number lotto. Everyday experiences from singing songs, such as 'Alice the Camel', circle time, counting numbers of boys and girls present and snack and lunch time are used effectively to introduce children to addition, subtraction and early problem solving. However, there are few planned activities to ensure that older and more able children are sufficiently challenged.

Children are starting to explore the world around them. They observe change through the weather at circle time, the seasons through nature walks and cook simple cakes and make play dough. Clocks set to the time of other countries help children understand about the passing of time. They explore growth through planting bulbs and seeds. Children develop skills to operate equipment, such as a camcorder, CD player and torches.

Helping children make a positive contribution

The provision is satisfactory.

Displays of children's own work, clearly visible photographs of themselves and activities, such as self registration and the welcome song, promote children's self-esteem and sense of belonging. Children are proud of their achievements and feel valued. They enjoy looking at themselves in home-made books, such as the 'Sushi' book, and eagerly take on the responsibility of handing out food, cutlery and cups at meal times. Children's privacy is not always given due regard. Staff have a positive attitude to meeting the needs of children with special needs. Staff work closely with parents and other agencies to ensure that children's needs are clearly identified and that children make progress. Settling-in procedures and regular discussions with parents ensure their individual needs are met, for instance to strengthen a child's vision. Older children talk confidently about their experiences at home, their families and social events, such as attending birthday parties. Children gain a sense of their community through visits by a variety of people, such as a local optician, the 'zoo lab' and walks to the local shops. Children are introduced to the idea of recycling. Food from around the world and holidays promote children's understanding of difference. However, regular meaningful activities that develop children's sense of belonging to the wider world and access to a wide range of resources that promote positive images and attitudes to different ways of life and diversity are insufficient.

Children benefit from the positive relationship between parents and staff. Staff seek parents' views of their child's development and abilities prior to their child's start. Parents are informed of their child's general progress, care and events within the nursery through clearly displayed notices, newsletters, regular discussions with staff

and a wide variety of displayed information, for example behaviour management strategies, health issues and bedtime routines. Parents are positive about the nursery, they find staff friendly and approachable.

Children's behaviour is good. Staff have high expectations of children, who respond well to their calm, clear and consistent approach. Children are polite. They relate well to each other, share and know to take turns. Children learn to listen to others through enjoyable activities, such as the sharing of 'Cuddles' the news teddy at circle time. Staff support younger children in sharing and taking turns through consistent boundaries, regular praise and encouragement and appropriate strategies to understand right and wrong. Children show concern for others, for example by helping a younger child to put on their coat and sharing a board when playing number lotto. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is satisfactory. Parents receive some initial information about the Foundation Stage curriculum and on-going information as to how the six areas of learning are promoted through weekly activities. Children's general progress is shared through daily discussion and annual parents evenings focus on children's achievements in line with the stepping stones and early learning goals. However, parents are not given feedback on the next steps for their children and have only limited opportunities to be actively involved in their children's on-going learning.

Organisation

The organisation is satisfactory.

Children's well-being and education is supported by suitably qualified staff. However, current systems do not yet fully ensure that staff are suitable to work with children and remain so. Therefore, children's safety is potentially compromised. The well organised documentation, comprehensive operational plan and staff understanding of policy and procedures are reflected in most areas of practice and reflect the positive attitude of the management team to move forward to improve the care offered to children.

The lay out and organisation of all the play areas give children sufficient access to a variety of play resources. Numerous photographs and displays of children's own work creates a welcoming environment. Wall displays contribute to children's learning. The deployment of staff adequately supports children in their play and staff know children well.

The leadership and management is satisfactory. The manager is committed to developing her own and staff's knowledge and skills through training to provide appropriate nursery education. However, the current system for monitoring and evaluating the programme for nursery education does not yet ensure that children are offered a balanced range of activities and experiences across the six areas of learning; consequently, this limits children's progress in some areas.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the nursery was requested to develop a system of planning to ensure observations of children are taken into account; provide natural materials to heighten sensory development of babies and toddlers under 2 years; review the layout of the ground floor to ensure that children have access to toys and equipment; and provide visual displays of positive images of culture, ethnicity, gender and disability. The nursery has addressed most aspects fully; however, the provision of positive images of culture, ethnicity, gender and disability needs further attention and is identified in this report.

At the last nursery education inspection for nursery education four key issues were raised. First, to ensure greater opportunities are provided for older and more able children to extend their knowledge of number and calculation. Second, provide greater access for children to creative resources to enable them to build, solve problems and develop their own ideas and projects. Third, improve the use of space and activities prior to lunch time in the main hall in order for effective learning to take place. Fourth, enable parents to formally contribute to their own child's assessments to assist in their child's learning. Most issues have been addressed and have had positive effects and created additional opportunities of learning for the children. However, the need to provide greater opportunities for older and more able children to extend their knowledge of number and calculation and enable parents to formally contribute to their own child's assessments to assist in their child's learning remains an issue and needs further attention as identified in this report.

Complaints since the last inspection

Since the last inspection, Ofsted has received two complaints. The first complaint relates to National Standard 1 (Suitable Person), National Standard 2 (Organisation) and National Standard 14 (Documentation). Concerns were raised regarding adult child ratios were not being met, registers not completed correctly and registered numbers being exceeded. Ofsted carried out a visit to the Nursery to investigate the concerns and five actions were raised.

The second complaint relates to National Standard 1 (Suitable person). Concerns were raised regarding the newly appointed Person in charge being insufficiently qualified and experienced. Ofsted requested the provider to investigate the concern and provide details. Appropriate details were provided and no further action was taken

The registered person completed the required actions of the first complaint and remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop further staff's understanding of the Birth to three framework to support children's development more fully
- increase resources that reflect positive images of diversity and difference and provide children with more frequent experiences that increase their awareness and promote a positive attitude to the wider world [also applies to nursery education]
- develop further the systems in place for the recruiting and reviewing of the suitability of staff .

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop children's records so that children's progress and achievements are regularly recorded in all six areas of learning, linked to the stepping stones and regularly evaluated
- develop planning further so that it reflects the next stage in learning for children
- increase opportunities for parents to gain an understanding of the Foundation stage curriculum, how this is reflected in activities offered to their children and to be actively involved with their learning
- develop further the systems in place to monitor planning, so that a balanced range of activities are offered to children across the six areas of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk