



Happy Hours Days Nursery

Inspection report for early years provision

Unique Reference Number 253801
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Inspector Patricia Dawes

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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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Happy Hours Day Nursery opened in 1989 and is situated in self-contained accommodation within the grounds of a school in the Lower Gornal area of Dudley. There are three rooms in which children are based depending on their age called, babies, toddlers and pre-school. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 80 children aged from birth to under 5 years on roll. Of these 35 children receive funding for nursery education. Children come from a wide catchment area.

The nursery supports children with special educational needs and children who speak English as an additional language.

The nursery employs 22 staff. Thirteen of the staff, including the managers hold appropriate early years qualifications. One member of staff is working toward a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive and gain a considerable understanding of good hygiene practices because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. They understand from a very early age why they must wash their hands after using the toilet, messy play activities and before eating meals. Clear procedures for sick and infectious children are used to help prevent the spread of infection and keep children healthy. Accidents are appropriately managed; however some entries in the accident record lack parental signatures, which do not clearly demonstrate how information is shared with parents. The impact in the delay of relaying information compromises children's health and well-being.

Children enjoy a varied menu and staff take care to ensure individual dietary needs are catered for, in order to maintain children's welfare and respect parents' wishes. They have access to drinking water and enjoy fresh fruit and vegetables at snack time. Lunch meals are freshly prepared, well balanced and take account of the individual and cultural needs of all children. Older children learn about healthy foods through discussion. For example, children know milk is good for their teeth and bones.

Children benefit from an effective, planned daily routine which allows time for exploring, testing and developing physical control in stimulating daily indoor and outdoor experiences. Staff have good understanding of each child's stage of development which means younger children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. For example, two-year-olds are thrilled as they successfully use a three-wheeled tricycle with adult help. Older children develop a positive attitude to physical exercise as rise to the challenges of a versatile range of activities, such as a slope for their wheeled toys, which they tackle enthusiastically. They know when they need a drink or a rest and are developing a positive attitude to exercise and maintaining a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a safe and secure environment in which to play and learn. Security of the premises is good and there are effective procedures for the collection of children to ensure that their welfare is safeguarded. Written risk assessments are completed which ensures hazards are effectively identified and minimised. Staff have a pro-active approach of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their environment. This allows children to learn some sense of danger and knowledge about how to protect them from harm.

Children use high quality equipment appropriate to their age and stage of development. All toys and equipment are thoroughly checked and cleaned to ensure they meet safety standards. Resources are well organised with the children's needs in mind. For example, babies freely and safely crawl outdoors pulling themselves up to access sand and water play, however, comfortable furniture in the baby rooms would be advantageous for staff when feeding and comforting babies. All children have equal access to resources which are not restricted. Children learn about safe practices as adults explain about group rules. They know and comply with safety and care routines including practising regular fire safety routines.

Children are protected by staff who have a good understanding of child protection and give good priority to children's welfare. Comprehensive, effective policies and procedures are in place which promotes children's safety and well-being. Staff are aware of child protection issues, understand their role and responsibilities and are able to put appropriate procedures into practise where necessary which ensure children are cared for effectively.

Helping children achieve well and enjoy what they do

The provision is good.

All areas of children's development are significantly enhanced by the quality of the staff interactions. Younger children enjoy their time in the nursery. All children arrive happy and eager to participate. Those who are new to the nursery or room are helped to settle by staff who are sensitive towards their individual needs. For example, a two-year-old has recently moved in to a new room and settled very quickly because staff recognise the uniqueness of each child.

Children are listened to and their communication skills are well promoted as staff positively responds to their questions. They are confident to try new experiences due to staff having a very good understanding of how to motivate children by ensuring all activities are adapted so all children can participate. They achieve well because overall staff are very skilled and use their good understanding of early year's guidance, such as 'Birth to three matters' framework to provide good quality care and education. Experienced staff make good role models and support new and less experienced staff well.

Babies explore and discover through an excellent range of planned activities. Close and caring relationships increase children's sense of trust and help them develop a

strong sense of self. They make contact with adults and gain their attention and the staff promote and support their early communication skills well. Imaginatively planned activities enable children to have an excellent knowledge and understanding of the local community such as visits to the local park, library and Baggeridge Common.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Staff has an adequate knowledge of the Foundation Stage, however the staff have yet to consolidate their teaching skills to become a stronger, unified team. Staff plan a balanced range of practical activities to help children learn and use a good range of equipment, however they do not always use this well to support children's progress in all areas of learning. Systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning are lacking.

Key workers are beginning to know their children well and have some knowledge of methods best suited to individual children. Most children are interested and absorbed in their activities although occasionally, some of the adult-led activities fail to sustain children's interest. There are currently no children with special educational needs or who use English as an additional language attending the nursery, although there are effective systems in place to provide good support and inclusion.

Children work well together, showing care and consideration for each other and staff. They behave well in response to the high expectations and sensitive support of staff. Children are benefiting from the good relationships with the staff and each other. The children readily help the staff and each other to clear away activities and help plan the rooms for each activity.

Children are eager to learn, self-assured in their play and confident to try new experiences. They enjoy stories and also learn to use books to gather information. For example, children learn about the life under the sea and the creatures that live there through looking at information books and discussion. All children use marks readily through the creation of a writing area and older children learn to write their own names.

Children gain confidence and respond enthusiastically during number rhymes. They are beginning to use mathematical vocabulary such as, big and small, however opportunities to extend their skills in early calculation and problem solving through daily routines are less well planned. Their physical skills develop and improve through a wide variety of experiences, including dance and movement.

Children make sense of the world around them though planting and growing seeds. They learn about other cultures and beliefs as they enjoy celebrating different festivals throughout the year such as Christmas, Diwali and American Independence day. Regular visits to the local library and school help develop a sense of community and the wider world.

Children's creative development is promoted well with daily opportunities to paint, draw and use collage. They explore and investigate, mixing colours using paints, chalking outside on large accessible boards, experiment with 'gloop' and shaving

foam which provides opportunities to use their senses and look closely at changes.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality. Children's behaviour is good as staff support and offer guidance to help children share and take turns. Staff have high expectations and set realistic boundaries for the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Staff increase children's understanding of right and wrong, they respond to gentle reminders to care for their environment, the nursery resources and each other.

Children have good opportunities to learn about themselves, each other and the world around them through imaginatively planned activities and the use of good quality resources. This positive approach fosters children's spiritual, moral, social and cultural development well. Children have been involved in celebrating various festivals including Christmas, Diwali and American Independence Day. They have access to a variety of resources depicting positive images of diversity, however resources which positively promote disability are lacking.

A good partnership with parents contributes to the children's well-being in the nursery. Staff actively seek parent's views about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there. Staff ensure that all parents know how their children are progressing and developing. Children benefit from the involvement of their parents in projects, which contribute to their good health, safety, development and learning.

Partnership with parents of children in receipt of nursery funding is good. Staff have substantial systems in place for sharing information with parents to meet their child's individual needs. Parents receive detailed information on the educational programme. They are invited to become actively involved in providing resources for their children and have open access to regular written developmental reports. Parents are given ideas to help with their child's learning at home and the staff value their contributions to improve practice. This enhances all areas of the children's development and learning.

Organisation

The organisation is good.

Comprehensive policies and procedures are in place and have a positive impact on children's safety and well-being. Rigorous and robust recruitment procedures certify staff are appropriately qualified and vetted and ensures staffing ratios are maintained. Good induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare. Staff are motivated and committed to improve and develop their knowledge and practice through regular and ongoing training.

The premises are well organised. Indoor and outdoor space is laid out to maximise play opportunities for children. Children benefit from an effectively organised routine and varied programme of activities. They are happy, comfortable and settled in a warm and caring environment where their individual needs are met. The children spend their time purposefully and most activities are planned to maximise play, learning and development opportunities for the children.

Comprehensive policies and procedures are in place and have a positive impact on children's safety and well-being. Most documentation is effectively maintained. There are clear systems in place for recording medication and attendance; however accidents lack attention to detail. Policies and procedures are continually undergoing review and update to reflect the progressive improvement of the operational practice.

The leadership and management of the setting is good as children benefit from a committed staff team who are effectively inducted and supervised. The high staffing levels allows staff to be deployed appropriately, meeting the individual needs of children. There is a commitment from the whole staff team to continuous improvement and development. They regularly reflect, monitor and improve the quality of their care and education through working with the Early Years Development and Partnership.

Overall the nursery meets the needs of the range of children who attend well.

Improvements since the last inspection

Since the previous care inspection the person in charge has made improvements to the outside play area and gained written permission from parents for seeking emergency medical advice or treatment which have a positive impact on children's safety and well-being.

Considerations from the previous nursery education inspection have yet to be sufficiently well-addressed and have been raised again at this inspection.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted.

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):

- improve the procedures for recording accidents by ensuring that all entries are countersigned, and shared with parents
- improve the environment for staff when feeding and holding babies to ensure safety and comfort for all
- extend resources that show positive images of disability.

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):

- further develop staffs understanding of how daily routine activities can be used as learning opportunities
- ensure that all areas of play are purposeful and stimulate children's interest with particular regard to role play
- improve records to clearly demonstrate how staff observe, assess and evaluate children's learning and inform future planning.

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