



Happitots Day Nursery

Inspection report for early years provision

Unique Reference Number	EY321437
Inspection date	05 September 2006
Inspector	Sarah Taylor
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Registered person	Jennifer Isobel Salmon
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?

Happitots Day Nursery registered in 2006. It operates from a large house in Sale, south Manchester. The children are cared for in six rooms over two floors. There is an enclosed garden available for outdoor play. The day nursery serves the local area. There are currently 59 children on roll of whom 13 are in receipt of funding for nursery education. The setting is able to support children with learning difficulties and who speak English as an additional language. The nursery opens five days a week

all year round apart from the week following Christmas. Sessions run from 08.00 until 18.00. Staff are appropriately qualified and experienced. The setting receives support from a teacher from Sure Start. The nursery is a member of the National Day Nursery Association and has achieved the Quality Counts mark.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very well protected from infection through clear hygiene routines, which include wiping tables before and after snack time and the cleaning of toys and equipment. There are well written procedures for staff to follow, to ensure the cleanliness of the areas used. Staff knowledge of food hygiene practices contributes to the prevention of infection. Children understand the importance of personal hygiene and state clearly and confidently why they wash their hands. They are protected from cross infection as the provider has a good sick child policy which is shared with parents and which informs parents of the incubation periods of certain illnesses. Routines are clear and ensure the good health of the children. However, the nappy changing routine is not followed consistently throughout the nursery and this puts children at risk of infection.

Children's health is fostered through the provision of very healthy snacks and the setting have recently gained a healthy eating award from the local authority. The nursery has a very healthy policy of offering four portions of fruit and vegetables each day to each child. Children's dietary requirements are catered for and a good range of healthy options are available for them. Menus are clearly displayed outside the rooms so that parents can see what the children are eating. They learn about a healthy diet as staff discuss nutritious food with them and talk about the choices they have in their lunches. Water is given to the children throughout the day and this further ensures their good health. Children sit in sociable groups during their meal times and they chat and use their manners with little prompting.

Children access outdoor activities daily which contribute to their good health. They run and play in the fresh air and practise physical skills using equipment such as the balance bar, wheeled vehicles and balls. They understand that exercise is important as staff promote physical activity on a daily basis and join in the outdoor games, therefore providing good role models of exercise. The children recently enjoyed a sports week and received a certificate for their participation.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in superbly well maintained premises where safety is given the utmost priority. Displays of children's work are beautiful, bright and attractive, such as the 'Rainbow Fish' display and this helps to develop children's sense of belonging and to create a very welcoming setting. Children are able to move around safely in

the very well organised environment. Rooms are arranged to provide different areas for sensory and physical activities, play and for rest. Thorough risk assessments take place at the beginning and end of each session and any issues are noted and addressed immediately, for example staff check the outdoor area for any safety issues before the children play out and ensure that the area is safe as they leave it. Children are very well safeguarded within the setting as doors are kept locked with a bell entry system and staff are extremely vigilant to ensure that children are protected through robust supervision. For example, the staff count the children as they go out to play and regularly during the play sessions, and sleeping children are checked at five minute intervals and staff sign to say that they have checked the children.

Toys and equipment conform to required safety standards and are checked regularly for their suitability. This ensures that children have a good selection of toys and equipment to choose from that are of a consistently high standard. There is a clear progression of equipment from room to room and this ensures that children are safely using suitable equipment. For example, the nursery provide an excellent range of cutlery to cater for children of different ages and stages of development.

Children's understanding of personal safety is significantly enhanced through the topics that the staff introduce to them. For example, they learn about road safety, the emergency services and people who help us.

The protection of children is maintained as staff have an in depth awareness of the Local Safeguarding Children Board's guidance. They know how to safeguard the child and they understand the signs and symptoms of abuse. A nominated member of staff takes responsibility for the handling of concerns and staff understand about monitoring children that they have concerns about. This knowledge and understanding ensures that the protection of children is very successfully maintained.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily greet the staff and each other on arrival and join a group activity or choose their own game. They are relaxed and confident in the caring environment. Staff are sensitive to the individual needs of less confident children who are offered appropriate support to ensure they are happy and secure within the group. Children chatter excitedly and converse easily with their friends and adults.

The Birth to three matters framework is used very well and children's next steps in development are skilfully planned for. Opportunities for sensory stimulation are evident in each of the rooms and children can play with treasure boxes filled with real and exciting materials. They laugh and giggle as they look into mirrors and at photographs. Children's physical development is supported well and children are offered the challenge to extend their abilities as they walk and turn the pages of a book. They are learning to count and to develop dexterity as they cut out ducks or roll spaghetti from the dough. They enjoy drawing around their hands and counting the fingers with support and confidently choose which activity they would like to play with next. Children are valued and cared for as they are offered cuddles and kisses throughout the nursery and distressed children enjoy listening to 'Twinkle Twinkle' as

they calm down.

Nursery Education

The quality of teaching and learning is good. Children have a positive attitude and are very well motivated to learn in an inviting play environment. Staff have a very good knowledge and understanding of the early learning goals, which provides a good foundation for the whole curriculum. Consequently, children make very good progress. Every child is involved in the setting where planning systems are in place and activities are adapted to include younger children and those with learning difficulties. Staff have an awareness of each child's ability level as they identify ways to support their learning through skilful questioning and guidance. However, children are not always provided with sufficient challenge to further enhance their learning. Written observations and assessments link very well with planning to predict the next step for each child and provide relevant information for parents.

Children are confident and are very interested in each activity. For example, when making a collage person all together. They engage with each other and with adults and feel happy to explain what they are doing or how to do it, such as when reading in the book area. Relationships with adults are good and children learn how to take turns and to share in everyday play and through playing games together. Children begin to learn the difference between right and wrong and have developed a very good set of rules for the room. The rules are written in a positive way and provide clear boundaries for the children. Their involvement in this process enhances their understanding of why boundaries are set. Children's independence is significantly enhanced as they enthusiastically take on the responsibilities of monitors for meal times, drinks, post, the sand tray and other areas. They take their roles very seriously as they set out the table for lunch and serve the food, or put the stamps onto the nursery post.

Children benefit from the development of language and communication that is promoted throughout the setting and staff model acceptable language and speech patterns effectively. Children speak clearly and confidently and listen well to others while talking about their trip to the zoo. Children are attentive and responsive to the staff's use of questioning and explanation during the body parts session. Children enjoy looking at books or sharing a story in the book corner. Every child's attention is maintained throughout a lively poetry session where children join in with the rhyme and the repetition of the poem about body parts. They learn to write their names on their pictures and enjoy writing in the mark making area. Children have contributed to a lovely class book called 'The Jungle Book'.

Children learn basic concepts and solve problems as staff include mathematical language and calculations during activities in the day, such as when they count their fingers and toes. Children learn to sort, classify and compare shapes and sizes as they make patterns or help to tidy away. They have the benefit of mathematical language and number lines displayed around the room and enjoy using the number stencils to draw around.

Children learn to predict and investigate objects through a range of activities. They enjoy cooking and making food, like pizzas. They find out about the environment

through small world activities and through activities, such as hatching chicks. They enjoy taking care of their hamster and learn about the needs of living things. They are developing good skills on the computer and can draw very nice pictures. Their computer diary details the skills that they are learning. Children learn about the world around them as they look at flags from different countries and use the world map.

Children use a range of tools to develop dexterity such as paintbrushes, scissors and pencils. They play on large equipment out of doors and engage in organised games which include all children and this contributes to their understanding of good health. Interesting sensory and creative opportunities enable children to experiment and explore shape, colours and textures.

Helping children make a positive contribution

The provision is good.

Children make free choices from all toys. Their experience of the wider world is well promoted through topics on different festivals like Chinese New Year and American Independence day and on people in the community such as the fire and ambulance service. There are many positive images of race, culture, religion, gender and disability and there are resources such as books, posters and small world toys to skilfully promote equal opportunities. Policies are in place to promote anti discriminatory practice. The children are involved in fund raising events for charities. They are also establishing links with a nursery in Africa and are developing a programme of communication and mutual support to benefit both nurseries. This approach fosters children's spiritual, moral, social and cultural development.

Children are extremely well behaved. They know what is expected of them because staff use consistent methods of behaviour management. Staff are good role models and there is a clear policy of dealing with behaviour and bullying issues and this helps to promote children's self esteem.

Partnership with parents is good. Continuity of care for the children is promoted as the group ensure that they speak to parents and give them information, written or verbal, about the care that their child has received. Parents know they can discuss any issues when necessary and can make appointments for confidential meetings about their child and any issue that concerns them. Staff discuss necessary issues with parents when appropriate. There is a very good range of information available to parents about what is on offer at the group and how different areas of the Foundation Stage curriculum and Birth to three matters framework are promoted. Parents are informed of the progress their child is making and of developments in the group in general through reports, home link letters and news letters. These communications also aim to include the parents in the topics being covered in the nursery. The communication between parents and staff helps to promote children's welfare, safety and learning.

Parental feedback is extremely positive and the parents state that they use the nursery because of excellent recommendations. Recent questionnaires state that the, 'outstanding staff providing warm, disciplined and professional childcare, in an approachable environment for parents, where views can be discussed and opinions

sought, leading to a team approach to care', is a particular strength of the nursery.

Organisation

The organisation is good.

Children benefit from the smooth running of the nursery and the routines which make them feel secure. The manager uses induction procedures and ensures that staff are appropriately vetted and qualified. Staff are aware of their role within the setting and they work well together to promote effective running of the nursery.

Records are very good and detail the individual requirements of each child and include relevant consents and contacts. Policies and procedures are in place to promote the safety and wellbeing of the children present in the group.

Leadership and management is good. Children benefit from the leadership of the nursery. The owner, manager and staff work very well together to ensure that children are provided with good quality care and education. This means that children are cared for in a positive and supportive environment which effectively promotes their social and moral development. The commitment to improvement is reflected in the programme for staff training, appraisal and team building. This works towards improving the quality of care and learning for all children.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure the nappy changing procedure is of a consistent standard throughout the nursery.

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):

- ensure children are offered sufficient challenge in their 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