



Happy Hours Nursery

Inspection report for early years provision

Unique Reference Number	115263
Inspection date	25 January 2007
Inspector	Janice Clark
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Registered person	Lorraine Osment
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 day nursery has a sister nursery in Yatton, North Somerset. There is a secure enclosed outdoor play area.

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 72 children on roll in the nursery, of these 23 receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 11 members of staff who currently work with the children. All members of staff hold appropriate early years qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff follow basic health and hygiene routines and therefore, children are cared for in an environment that is reasonably clean, tidy and adequately maintained. Older children learn to be independent in their self-care skills and younger children confidently ask for help when required. Children follow satisfactory health and hygiene routines. They mostly use wipes to clean their hands and faces before and after eating snacks and meals. They wash their hands after going to the toilet and use a dryer or paper towels to dry their hands. There is a 'no shoes' policy in the baby room. This helps to eliminate cross infection.

Children learn the advantages of a healthy diet because they enjoy a variety of nutritious snacks and meals. Children arriving at the nursery early in the morning have breakfast of cereal or toast. The nursery provides home cooked meals, such as sweet potato, parsnip and carrot soup. Children refer to this as 'makes me grow big and strong soup'. They name carrot and ginger soup, 'see in the dark soup'. Children enjoy eating pork and apple casserole with sweet corn, peppers, broccoli and mashed potato. Puddings consist of fruit crumble and custard or banana cake. They eat regular snacks of fresh fruit or finger vegetables. The older children help to chop up fruit, pass round snacks and cups and pour out drinks. Consequently, they are learning to be helpful and this further promotes their independence. Drinks are always available to children. As a result, they learn that taking regular drinks is a way to maintain their health. Staff consult parents regarding children's dietary and religious needs are these are taken into account.

Children enjoy the benefits of a routine that ensures an appropriate balance of rest and play. The use of the outdoor play area and outings to the local park contribute to children's good health and the development of their large physical skills. For example, older children push, ride and peddle wheeled toys, such as bikes, trikes, scooters and cars. Sometimes children think of different ways to ride down a slope on their scooters. Hoops, bats and balls promote children's co-ordination. However, staff do not plan activities for this age group effectively to support or challenge children in their outdoor play or to further develop their large physical skills. Children learn how to relax after active play as they listen to their 'sleepy song', 'Can You Feel the Love Tonight'. All children enjoy exercising to a 'Sticky Kids' tape, they crouch down small, stand up tall, march, jump and skip. Children under two-years, crawl through tunnels, climb up and slide down apparatus and attempt to pedal cars. They enjoy blowing bubbles outdoors, watching them grow and toddling after them until the bubbles pop. However at times, due to the combination of the ages of children attending this section, it is not always possible for they younger children to enjoy outside play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in safety in a secure indoor and outdoor environment. Children aged over two-years play on the ground floor of the premises and children under the age of two-years are cared for on the first floor. All age groups have sufficient room to play and grow in confidence. Most areas of the nursery are maintained at an appropriate temperature. Staff check toys to ensure that they are safe for children to use and most toys are kept in a hygienic condition. Toys and resources are easily accessible to children and this assists them to make independent choices in their play. Children do not use plates at snack time and this does not help to promote good hygiene practice or social skills. Some high chairs are torn and this does little to promote children's self-worth. The lack of adult sized chairs in the baby unit means that staff are unable to maintain eye contact with children while they are being fed. There are enclosed cosy areas for staff to change young children however, the toilets on the ground floor, which are used by the older children are not enclosed and consequently, do not protect children's dignity or privacy.

Clear risk assessments are in place and as a result, staff are able to recognise and minimise most hazards to children. For example, there are radiator guards in place in the baby room, there are no trailing wires and all electrical sockets are kept covered. Babies who are learning to sit by themselves are propped up with cushions to ensure their safety and comfort. Children are able to eat their meals and snacks in safety because appropriate seating is used. Staff ensure children are kept safe while sleeping by carrying out regular checks and using a monitor. However at times, the floor in the baby room is cluttered with toys and soft furnishings. This poses a trip hazard to children who are unsteady on their feet. The outside play is not always appropriately organised and children are at risk of falling over or falling off bikes and scooters. Children are beginning to learn how to keep themselves safe. For example, they regularly practise the fire evacuation procedure and good explanations from staff inform children of the hazards surrounding kitchen appliances.

Staff take some steps to safeguard and promote children's welfare. They have a satisfactory understanding of child protection in line with the Local Safeguarding Children Board. Most members of staff hold an appropriate first aid certificate. All policies and procedures relating to children's health and safety are in place. However, some lack necessary detail.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy to come to the nursery. The staff are friendly and caring. They welcome children individually, settle them into the nursery and tend to their needs. As a result, children are happy to come to the setting and they separate from their parents with confidence. Staff use the Birth to three framework to plan activities for children under two-years and to assess the progress of children under the age of three-years. Children under the age of two-years are situated on the first floor in a self-contained unit. They enjoy interesting and safe experiences that involve using their senses. For example, they explore and investigate different materials, suede, sponges, wood, shiny objects, phones, calculators, cameras and torches. This helps to stimulate children's natural curiosity and also develops their imaginative skills. Toys are easily

accessible to children and they enjoy clapping bricks together to make a noise, rolling objects back and forward and placing different sized rings on top of a tower. Staff talk to the children, encourage language skills, offer support, praise and encouragement. However, at times, staff do not vary resources to ensure that children, who are not yet mobile, have variety and choice in their play. The room is not always set out to encourage children to move on to their next stage of their development. Due to the combination of the age group attending, it is difficult for staff to plan their time appropriately to ensure that routines do not get in the way of conversation, intimacy and treating children as individuals.

Children over the age of two-years play on the ground floor and are integrated with the three and over age group. The older children are supportive of the younger ones and they play well together. They enjoy free play where they can choose activities independently. They become engrossed in imaginative role play in the home corner where they wash-up dishes, put the babies to bed, feed them and set the table for dinner. However, the staff have high expectations of the younger children and do not always plan developmentally appropriate group time activities. Consequently, children do not gain the maximum benefit from this time.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have an adequate knowledge of the Foundation Stage and the stepping stones, this is reflected in the activities offered to the children and in their delivery of the curriculum. Staff have recently developed a method of planning that covers all six areas of learning. This ensures that children are involved in a variety of interesting and fun activities. For example, children find out about the people who help them through visits from the local police officer and the fire fighting service. They find out about where they live by going on a treasure hunt to the local park. Children use their knowledge of the local area to draw a treasure map. One child talked about when he visited the corner shop and enjoyed eating an ice-cream by the church. The staff are beginning to evaluate activities and regularly observe children to find out how they are progressing along the stepping stones. The staff are currently in the process of transferring these observations into the children's on-going profiles. However, some of these are not up-to-date and staff are unable to use their knowledge of the children effectively to plan future developmentally appropriate activities and to ensure that children practise a range of skills. Consequently, children do not achieve regular and continuous progress in their learning and some activities are not sufficiently supportive for the younger age group or challenging for the older children. For example, when all of the children join together for circle time, they talk about their experiences, discuss the weather, dates and days of the week. Children enjoy speaking out at this time but some children find it difficult to listen attentively or concentrate, as a result they become disruptive. This is due to lack of stimulation and the repetitiveness of the routine.

Staff interact well with the children, they listen to them and question them appropriately resulting in children developing a wide range of vocabulary. They enjoy listening to stories and looking at books in small groups but do not regularly visit the book corner to further appreciate their value. Children learn to recognise their names and are beginning to learn the sounds of letters. They practise writing skills and the older children are able to write their names. However, there are few familiar words positioned around the room for children to look at and little

opportunity for them to write for a purpose in their play. Therefore, they do not further extend their literacy skills.

Children learn to count in their play and practise simple number operations through rhymes and during snack time. They use mathematical language such as bigger and smaller and use a variety of two and three-dimensional shapes in their art work. However, children do not practise mathematical problem solving activities in everyday routines and activities.

Older children are learning IT skills, such as using a computer and this helps to support their learning in other areas of the curriculum. Younger children learn to use the 'mouse' and this helps to develop hand and eye co-ordination. All children are participating in a project about 'healing the world' and this helps them to understand about the value of water, electricity and the recycling of waste products. Children collect leaves and conkers from the park during outings. However, they do not regularly have the opportunity to explore and investigate a wide range of interesting objects and further find out about them by looking closely through a magnifying glass or looking at reference books.

A regular visit from a musician assists children to broaden their experience of music and rhythm. They use a variety of different musical instruments and learn new songs. Parents are able to purchase a copy of the CD featuring these songs and they continue to practise them at home. Children develop fine motor skills through manipulating dough using a variety of implements. They cut out cards and use these pictures to make a collage. Children use a range of media and experience a variety of art and craft activities. For instance, they used recycling materials, brought into the nursery from home, to create a robot. However, children do not regularly have opportunities to use their creative skills imaginatively due to pre-conceived end products. As a result, children do not experience sufficient challenges in this area.

Helping children make a positive contribution

The provision is satisfactory.

Staff welcome children and parents on arrival at the setting. Displays of children's work as well as photographs of themselves assist in promoting a positive self-image and a sense of belonging. A timetable containing photographs of activities and clock faces displaying times assist children to understand what comes next in their routine and this helps them to feel secure. The group provides a wide range of resources that promote positive images and as a result, children begin to learn about the wider world and the diversity of others. Regular outings to the park and shops, visits from the local police officer and the fire fighting service, helps children to learn about their local community and the diversity of the people who live and work there. Many of the children attend nursery with their siblings. The older children feel important when staff ask them to go upstairs to visit their brothers or sisters and the younger children are excited to see them.

Positive behaviour is encouraged through praise and reward and as a result children are learning to be kind, share and take turns. For example, children tidying up some toys were told, 'You are very good at helping me tidy up' and children who were sitting nicely on chairs were given stickers as a reward. Children are encouraged to say 'please' and 'thank you'. They are very caring for instance, one child found a comforter belonging to another child and went looking

for the owner in case he was upset. Children have devised their own rules surrounding the use of the computer. As a result, they are learning to respect equipment and resources. Developmentally appropriate strategies are in place to manage difficult behaviour. However, staff do not always manage inappropriate behaviour consistently. For example, when a child was unkind towards another child, staff did not offer explanations as to why he should not act in this way and the other child involved was not offered appropriate support. Consequently, not all children understand right from wrong. All activities are accessible to all children. The staff have a positive attitude towards working with children and their families with learning difficulties and or disabilities. The provision fosters children's spiritual, moral, social and cultural development.

Partnership with parents is satisfactory. Parents receive comprehensive information about the nursery when children first start. This includes some policies and procedures. Other policies and procedures are displayed on the notice board or are available to parents on request. Children settle into the nursery over a few short sessions depending on their individual needs and circumstances. Parents are not normally present during this time. However, they discuss their children's needs with the staff before their settling in time and complete a registration form with all relevant details. This assists children to settle well and helps towards building relationships between the parents and the staff. Most written parental consents are in place. Staff share information with parents about their children's development and education both formally and informally. In addition, parents have access to their child's on-going profiles at any time. Parents receive good information regarding the Foundation Stage and Birth to three matters. The staff invite them to a parents' evening where activities and resources are set out with information cards relating to the educational value of each activity. As a result, parents are beginning to extend their children's learning into the home.

Organisation

The organisation is satisfactory.

The staff work hard to help to promote an environment where children can play safely, enjoy activities and make a positive contribution. There is a rigorous system in place to recruit and check the suitability of staff. There has been a recent turn over of staff and they are finding ways to develop their team work. The manager maintains appropriate staffing ratios in the setting. However, due to the combination of the ages of the younger children attending and the lack of appropriate furniture, it is difficult for staff to organise routines and activities so that they do not interfere with the children's care. There is a key worker system in place for the younger children attending the setting. This assists in promoting good communication between the staff and the parents and continuity of care for the children. There is an induction procedure in place to ensure that staff are aware of all policies and procedures. However, some routines and procedures, such as basic hygiene and behaviour management are not consistently applied or put into operation. All policies and procedures are in place but some lack necessary details. For example, the complaints procedure does not include the address of the regulator or inform parents about the complaints record. Consequently, this does not fully promote children's well-being. Documents are stored securely and confidentially and shared appropriately with parents. Overall, the setting meets the needs of the range of children for whom it provides.

The leadership and management of the setting is satisfactory. Staff meet once a month to plan activities. This, as well as their enthusiasm contributes to children enjoying interesting and fun activities. The new system for planning and assessing children is still in its early stages. However, the method of monitoring and evaluating the programme for nursery education is already failing to identify gaps in the curriculum. As a result, this hinders children's progress and attainment in some areas of learning.

Improvements since the last inspection

During the last care inspection the nursery was requested to develop 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 provide experiences that increase their awareness and promote a positive attitude to the wider world; develop the systems in place for recruiting and reviewing of the suitability of staff. The nursery has addressed most issues and these assist in promoting the outcomes for children. However, the provision for children under the age of three-years needs further attention as addressed in this report.

During the last inspection for nursery education, the nursery was given four recommendations. First, to increase opportunities for parents to gain an understanding of the Foundation Stage curriculum, how this is reflected in activities and offered to their children and to be actively involved with their learning. The nursery has been enthusiastic with their delivery of this and they have created opportunities to share this information with them. As a result parents are beginning to become involved with their children's learning in the home. Secondly, to develop children's records so that children's progress and achievements are regularly recorded in six areas of learning, linked to the stepping stones and regularly evaluated. Thirdly, to develop planning further so that it reflects the next stage in the learning for children. Fourthly, to 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. The staff have addressed most of the recommendations above but their systems are still in their very early stages as identified in this report and they require further attention. The system for monitoring and evaluating the education provision still does not identify gaps in the system.

Complaints since the last inspection

Since the last inspection, Ofsted received one complaint in relation to National Standard 4 (Physical Environment); National Standard 6 (Safety) and National Standard 7 (Health). Concerns were raised regarding hazards that were accessible to children; that the kitchen did not conform to health and safety standards; and that staff were not aware of good hygiene practices. Ofsted carried out a visit to the nursery and two actions were raised.

The registered person completed the required actions 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.

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 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 that when children are using the toilets on the ground floor that their dignity and privacy are respected
- provide sufficient adult sized furniture to ensure that children receive appropriate interaction from staff whilst being fed; ensure that children have access to suitable and appropriate resources during snack time
- consider the particular needs of the children under the age of two-years attending in relation to the number of staff present and the duties that need to be performed
- further develop staff's understanding of the Birth to three framework to ensure that all children under the age of three years are offered appropriate resources and activities to provide variety and choice in their play and that all activities are suitable for their age and stage of development
- ensure that all staff are consistent in their handling of behaviour management issues and that they offer children appropriate support throughout these times

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):

- continue to evaluate and maintain children's assessment and development records to ensure that they are used to inform the planning of children's future learning opportunities and to provide sufficient support and challenges for children
- further develop and implement a system to assess the strengths and weaknesses in the education provision to ensure that gaps are highlighted and actioned

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