



Happytalk Nursery

Inspection report for early years provision

Unique Reference Number	109972
Inspection date	24 January 2007
Inspector	Alison Large
Setting Address	The Cabin, Anstey Park, Alton, Hampshire, GU34 2ND
Telephone number	01420 544523
E-mail	
Registered person	Happytalk Nursery
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 Talk Nursery is a privately owned pre-school. It opened with the present owners in 1996 and operates from a large room in a scout headquarters in the middle of Anstey Park, close to the town centre of Alton. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11:45 and 12:30 to 15:00 Monday, Tuesday, Wednesday and Thursday, during school term times. Children attend for a variety of sessions and are able to bring packed lunches when staying all day. The children have access to an enclosed outdoor play area.

There are currently 41 children from two to under five years on roll. Of these, 36 children receive funding for early education. The setting are able to support children with learning difficulties and /or disabilities and also children who speak English as an additional language.

The pre-school employs five members of staff. Of these three hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn to take care of their bodies and follow good personal hygiene routines. They know to wash their hands as part of the daily routine before eating and after using the toilet. Children's risk of infection is minimised as staff implement effective procedures, for example, they wipe down tables with anti-bacterial spray and use paper towels for hand drying. Children's health is promoted because staff have relevant first aid training, accidents are recorded and parents kept informed. However, the consent to seek emergency medical advice or treatment is not worded correctly, to ensure children's health is protected.

Children begin to learn about how to keep themselves healthy through discussions at snack time and recognise the importance of eating a healthy diet. Children are provided with a range of snacks which always includes fruit. The children can access drinking water throughout the session to ensure they remain hydrated.

Children enjoy the daily opportunities to engage in physical activities which help them begin to recognise the importance of taking exercise as part of a healthy lifestyle. They use a good range of indoor and outdoor apparatus, including climbing frames, wheeled toys, balancing beams, parachute and balls.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an environment that is safe and secure. The pre-school is bright and welcoming, posters are displayed and children are able to move freely around the learning environment. Children have access to a good range of resources and play equipment, which are cleaned regularly and well maintained.

Children learn to be aware of keeping themselves safe, for example, they know not to run indoors, as they could fall and hurt themselves, and staff promote safety as they remind children to be careful when using scissors. Staff complete daily risk assessments to ensure areas are safe. However, fire safety is weak as the emergency evacuation is not practised frequently enough to ensure children and staff are fully aware of how to behave in an emergency.

Children are adequately protected and safeguarded from harm because practitioners have a suitable knowledge and understanding of child protection issues and how to implement local procedures. All the relevant policies and documentation are in place to safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and settle well into the pre-school routine. Children are actively involved in the session and enjoy their time in the pre-school. Staff recognise the importance of play in a child's development and introduce a range of experiences enabling all children to learn to play and work together in large and small groups as well as independently. Children who are not in receipt of nursery funding are well supported and settle well into the group. Practitioners develop a knowledge and understanding of their individual needs. However, staff have not started using the Birth to three framework, to help enhance the experiences and skills of the younger children. Positive relationships are established and the implementation of a key worker system helps to secure the relationships between children and staff, developing a strong sense of trust.

Nursery Education

The quality of teaching and learning is satisfactory. Most children are making sufficient progress in most areas of learning. They have access to an adequate range of suitable resources which are arranged around the room; children are able to move freely between them for part of the session. Staff have an understanding of the Foundation Stage and the six areas of learning, although the plans do not include differentiation for the older or more able children. Staff know the children well and rely on this knowledge to help them progress towards the early learning goals. However, some children's progress is being hindered as the written plans do not outline the learning intention of the activity or how to extend it to challenge older more able children. Staff record regular observations of children's level of achievements but they do not use this information to plan for the next steps in children's individual learning.

Children enjoy story time and use books well. Most children are beginning to recognise their name as they find their name card at the beginning of the session and at snack time. Some children practise pencil control on the writing table. However, mark making materials are not available in other areas of the room and there are limited opportunities for them to develop their writing skills during their play. Some children are beginning to count confidently, some up to 10 and above. They take part in some activities to explore shape and size and occasionally use mathematical language during activities such as playing in the sand tray and playing games. However, children are not given many opportunities to count throughout the day, including counting the children at registration time or counting the dishes for snack-time.

Children explore with a range of materials and resources. They have regular access to paint, dough, glue and sand. They have opportunities to use IT equipment and enjoy using the computer and have opportunities to build and construct. Children are beginning to know their colours and enjoy using their imaginations during role play and using the instruments in the music sessions. Children develop good small muscle control through the regular use of tools such as scissors.

Helping children make a positive contribution

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered. Children learn about themselves and the wider world through planned activities and discussions, for example, they learn about a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. Children learn right from wrong and to respect others, they benefit from the positive relationships with staff who are caring and value each child as an individual. Children are fully included in the life of the setting; they help to tidy up and have equal access to the toys and resources. Diversity is adequately promoted throughout the setting. Children use a suitable range of play equipment and books that promote positive images of all people in society. Children are confident and can express their needs and feelings. Children with special needs and English as an additional language are welcomed and included in the daily routines of the pre-school and staff ensure they are adequately supported. Children behave well, they follow clear rules and know what is expected of them. Good behaviour is promoted by staff who use praise and positive reinforcement. Children work together co-operatively, for instance, by negotiating turns when using the computer.

The partnership with parents and carers is satisfactory. Parents receive some information regarding policies and procedures when their children start at the pre-school and also some information about the nursery education. Staff keep parents informed of the children's care, activities and achievements through a half termly observation sheet. They are kept up-to-date by receiving regular newsletters and the notice board provides them with extra information, such as who is the child's key worker. Parents feel able to approach staff and discuss their child's care and welfare at any time. Children's learning is enhanced by the contributions parents make and the secure links in place between home and pre-school.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children are fully included and happy in the well organised environment. Staff get to know the children well, through daily communication with parents and through the information gained on their registration forms. Daily registers are kept for children and staff. However, this does not identify the times of arrival and departure of the children or staff. A comprehensive range of policies and procedures are in place and shared with parents, although they do not always reflect the practice in the setting, especially concerning the emergency evacuation procedure and consent for emergency medical treatment statements. Staff are suitably vetted to work with children, records are maintained and are readily available for inspection.

Leadership and management is satisfactory. Staff have an awareness of the Foundation Stage curriculum and are experienced in working with pre-school aged children. They work well as a team ensuring the sessions run smoothly. However, evaluation of the activities does not inform the planning, to enable children to reach their full potential, which impacts on the achievements children make. Appropriate records are kept for each child, but the provision for nursery education is not monitored thoroughly to ensure the children are able to make the best possible progress.

Improvements since the last inspection

At the last care inspection the pre-school were asked to ensure that there is a named staff member who is responsible for behaviour management issues and provide opportunities for parents to receive regular information on their children's progress. These recommendations have now been met which ensures the ongoing well-being of the children.

At the last nursery education inspection the pre-school were asked to develop systems to enable all aspects of the provision to be effectively evaluated and monitored, to improve the program to enable children to develop phonic skills to match letters and sounds and to plan opportunities to share children's learning with parents. Since the last inspection the pre-school have made progress to address the recommendations, for example, regular information is sent to parents informing them of their child's activities and the weekly theme and an evaluation of the sessions is now carried out. However, these do not always show how activities can be differentiated for less or more able children, therefore a recommendation has been made.

Complaints since the last inspection

Since the last inspection 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 emergency evacuation procedure is practised regularly so all children are aware of what to do should an emergency arise
- ensure that all children and staff are signed in the register, recording times of arrival and departure
- improve the outcomes for children under three by using an approach in line with Birth to three matters

- ensure consent to seek emergency medical advice and treatment is obtained from parents

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 increase opportunities for children to use writing in everyday situations, and develop their understanding of mathematical concepts
- improve the use of evaluations and information gained from children's assessments to plan the next stages of their learning to ensure sufficient challenges are provided
- develop the curriculum planning further to ensure it covers children of different abilities and that it is understood and implemented successfully by staff

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk