



Brandon Happytimes Daycare Limited

Inspection report for early years provision

Unique Reference Number	EY334279
Inspection date	09 March 2007
Inspector	Eileen Rochford
Setting Address	Brandon Children's Centre, Brandon Infants School, Carr Avenue, Brandon, DH7 8NL
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Registered person	Brandon Happytimes Daycare Limited
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Brandon Happytimes Daycare Limited has been registered since October 2006.

It operates from two rooms within a new building. The groups serves children from the local community and surrounding areas.

There are currently 18 children on roll up to five years of age. Children attend for a variety of sessions. Five children were present at the inspection.

The nursery supports children with learning difficulties and disabilities and children who have English as an additional language.

The nursery is open from 8.00 to 18.00 51 weeks a year.

There are four members of staff who work with the children. Three hold a relevant early years qualification to National Vocational Qualification (NVQ) Level 2 or 3.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because of the good interaction with staff. They are becoming increasingly independent in their personal care for instance when using aprons in creative play. Children have an understanding of hygiene, which is shown as they wash their hands after toileting, and before snacks and meals.

Children's well being is enriched through accessing healthy snacks, and meals which takes individual needs and parental choices into consideration. They enjoy fresh fruit, which encourages a healthy lifestyle. Snacks and meals are served to the children in a social setting. This encourages children to develop a range of social skills. However, drinking water is not available all times. Staff's good relationship with parents and effective procedures ensure that children are cared for appropriately when ill, reducing the risk and spread of infection.

Children's physical well being is enhanced through regular physical activity. They explore test and develop physical control in a variety of opportunities, such as manoeuvring a ball around the play area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, warm and welcoming environment, which is very effectively organised with well defined areas for play, for all children. The premises are made welcoming with attractive displays of children's work, supported through photo's of children completing the activity. This gives them ownership of the environment. Equipment within the setting meets the needs of the range of children attending. Children enthusiastically select their own toys and equipment from clearly labelled boxes which are stored at children's level. For example, children selected additional paint brushes and resources during a paint activity, this enhances their work and approach to the activity. This encourages children to develop their independence.

Most safety issues are addressed and there are good procedures in place to ensure children are safeguarded at all times. For example, risk assessments are undertaken on a regular basis and staff are effectively deployed to monitor children's safety at all times. However, water temperatures should be carefully monitored to children's sinks. Routines develop children's understanding regarding their own safety, such as they understand that they need to tidy equipment from the floor to ensure others do not fall over. Older children are very aware of safety throughout the setting. For example, they talk about walking carefully when the floor is wet during water play to ensure no ones slips. Children then alerted staff to the spillage to allow this to be dried.

Children are well protected from possible abuse or neglect. Staff have attended child protection training and show a good understanding of the procedure to follow should they have any concerns. They are clear about the signs and symptoms to look out for and the records they must keep.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well on arrival. They enjoy making choices about their activities, being enthusiastic and purposeful. They are motivated and interested in the broad range of developmentally appropriate activities which provide good levels of challenge appropriate to their age and stage of development. For example, children practise using small paint brushes, and whilst some children need help others are confident. They are proud of their achievements talking about what they are doing. Children have positive relationships with staff and each other. They share their experiences, talking about events the previous day in the group. How they built a 'house' in the garden, using a range of tools and materials. Older children detailed the damage to this during the night due to winds and how they will correct this when outside.

Some older children are beginning to understand the needs of others by understanding the concept of sharing, and cooperate well, by playing imaginatively together. Staff follow the children's lead as they explore the environment. The children benefit from the close interaction with them as they get down to their level, establishing eye contact and talking to them about what they are doing. They enjoy imaginative play as they explore movements and materials which use their senses both alone and in a group. All children enjoy singing and listening to stories.

Staff plan around the 'Birth to three matters' framework. They carry out regular observations of children to plan the next steps in play and learning and to provide for their individual needs.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and gain an understanding about the wider world and community through having access to a range of play resources, which show positive images of culture, ethnicity, gender and disability. However, these could be further developed. This is extended by celebrating a festivals. For example, Chinese new year. Staff extend this development of the wider world through visitors to the group and outings.

The individual needs of all children who attend are met. The setting has very effective arrangements to care for children with learning difficulties and disabilities. Children are fully integrated into the group in line with their inclusion policy. Staff ensure that individual needs are met. They develop children's understanding of issues, through talking and explaining to them the needs of all children within the group. For example, staff are hoping to liaise with professionals and introduce the use of sign language to all children. Staff ensure that sound relationships are established with both parents and other professionals.

Children behave very well. They begin to understand right and wrong through consistent boundaries, praise and the age appropriate methods staff use to manage behaviour, including explanation and distraction. For example, talking to a child about the consequences of their actions. Staff encourage children to resolve their own differences, which helps them learn to take turns and share. Their clear guidance, for instance, a gentle reminder to share toys and equipment, helps them to begin to accept the needs of others.

Children benefit from the very good relationships and informal contact between their parents and staff. Extensive information on a range of subjects are available for parents. Their very effective communication through daily chats and detailed noticeboards helps staff and parents work together. However, although it is clear to parents how to complain, the contact details of the regulator are not detailed.

Organisation

The organisation is satisfactory.

The nursery is very well organised. Comprehensive, detailed and effective recruitment and induction procedures are in place, which are overseen by the registered person. These ensure that children are cared for by suitable staff who are appropriately vetted and qualified. Commitment to staff training and development, together with support from various agencies, has enabled practitioners to reflect on their practice. This in turn has informed and developed practice throughout the setting. Staff have received training on the 'Birth to three matters' framework. This has had a positive impact on practice throughout the setting.

Most of the required documentation is in place, very well maintained, organised and stored to ensure confidentiality. However, there is currently no consent in place for emergency medical treatment. Staff and management are supported through the wide range of comprehensive policies and procedures which are fully implemented within the setting. These are regularly reviewed by all staff at team meetings.

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. There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

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.

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 fresh drinking water is available at all times
- ensure the temperature of hot water is closely monitored to children's sinks
- develop complaints policy in line with the National Standards
- ensure consent for emergency medical treatment is in place for all children.

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