

Happy Faces Day Care

Inspection report for early years provision

Unique Reference Number	219935
Inspection date	19 March 2007
Inspector	Jan Burnet
Setting Address	Southbrook Community Centre, Hood Road, Southbrook, Daventry, Northamptonshire, NN11 4JS
Telephone number	01327 312111 or 07814068583
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Registered person	Southbrook Community Association
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 Faces Day Care is run by Southbrook Community Association and opened in 1972. It operates from Southbrook Community Centre in Daventry. Children attend from the local and surrounding area. The premises consist of a large hall and two side rooms. The setting has its own secure area for outdoor play. Opening hours are Monday to Friday from 07:00 until 18:00 all year round with the exception of bank holidays and a week at Christmas.

A maximum of 30 children aged from two years to under eight years may attend at any one time. There are currently 107 children on roll. This includes 14 funded three-year-olds, three funded four-year-olds and 17 children aged over eight. The nursery supports children with learning difficulties and/or disabilities.

A total of seven staff work with the children. Of these, four hold early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is assured because the nutritional value of food provided is good and hygiene routines are addressed well by staff. Children are learning how to keep themselves healthy with regard to food, exercise and personal hygiene. The risk of cross-infection is minimal because cleaning routines are thorough and because parents are aware that their child should not attend if he or she has a contagious illness or sickness and diarrhoea. Children's best interests are served by a staff team well informed on accident procedures and their emotional well-being is addressed with good support and encouragement. Children are developing control of their bodies as they move in different ways to music, learn to pedal and steer sit and ride toys, play ball games and younger children develop confidence and skills when using climbing equipment.

The risk to children from unsafe food is very low because food hygiene is addressed well. Children's individual dietary needs are known by staff and healthy snacks include bread sticks, crumpets, pita bread, home made pizzas and soups. Children are always offered and are encouraged to eat fruit, raw vegetables or salad as part of their snack. Older children help to draw up the food shopping list and the weekly menu is displayed for parents. Children's independence is encouraged because they are invited to select their snack from a trolley and pour their own milk or juice. They also have access to a jug of water and plastic tumblers throughout the day. Parents provide packed lunches for children that attend all day or for an extended session. Staff protect children's health by storing these in a fridge that is checked daily to ensure that a safe temperature is maintained. Parents are aware of the group's 'Healthy eating policy' and have reacted positively when support has been offered regarding the content of lunch boxes.

Children's emotional well-being is assured because a good settling-in procedure is organised. Visits are arranged for the parent and child and these last for as long as necessary until the child is left initially for a short stay only. Parents are aware that they will be contacted if their child is distressed and a toy or comforter from home is encouraged. Children are developing an awareness of their own needs in relation to other living things, for example, they are currently growing and caring for daffodils and help to care for two guinea pigs, two rabbits, three hamsters, stick insects and two goldfish.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy activities in a welcoming environment. The community centre hall is decorated with children's art work, displays, posters and information for parents. Two side rooms are used by pre-school children during the day but effectively meet the needs of school children at the beginning and end of the day and at school holiday times. One is used solely by children aged eight years and over when they attend. Equipment is safe and in a good condition. Risks of accidental injury to children are low because staff are vigilant and potential risks have been appropriately identified in risk assessments and satisfactorily addressed in practice, inside the building and in the outdoor play area. Children's independence is developing well because the storage of resources is organised to encourage them to self-select.

Children are learning how to keep themselves safe, for example, when out walking they are aware of safety whilst crossing the road, safe use of equipment and they develop an awareness of stranger danger. They are aware of the evacuation procedure as they know that when they hear the sound of a whistle they should line up. They practise this regularly and they then practise the full fire drill at least once each term and use "snaky" for young children to hold on to so that all evacuate safely.

Children are safe from unwanted visitors and could not leave the premises unsupervised. Their welfare is appropriately safeguarded by staff who have a working knowledge of the signs of abuse and neglect and are aware of local referral procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enthusiastic in the stimulating environment created by staff. They confidently select resources, readily engage in conversation and they enjoy and get involved in activities. Staff continually ask open-ended questions so that children extend their thinking and their vocabulary. Children develop good manipulative skills with daily access to writing materials, scissors, malleable materials and construction toys and they enjoy pretend play with good resources in their fire station, beauty parlour, office, vet's surgery and home corner. Children achieve well because staff use their knowledge of the 'Birth to three matters' framework and the Curriculum for the foundation stage to provide good quality care and education for pre-school children. Daily activity plans are drawn up to ensure that children enjoy a good variety of activities. Observation and assessment are used effectively to ensure that children make progress and they are very well supported by staff. Children are settled and secure and they benefit from a well balanced routine. This includes group times for songs and stories and a full range of activities available for children to choose from indoors and in the outdoor area.

Children attending before and after school and during school holidays have free choice of all resources in the community centre hall. After school they happily do so whilst their tea is prepared. A sensory room used by pre-school children during the day is where older children are able to play with play station games after school, one of three computers is connected to the internet and is available for them to use, a range of books and puzzles and construction toys meet the needs of older children and some children choose to play in the graphics area or with role play resources. Children over eight years enjoy their own space in a room designated for them only. During school holidays children help to choose topics and decide on trips. They are looking forward to the next school holiday when a representative from the Education Centre in Northampton is booked to visit and will be bringing a range of animals including a snake, cock roaches, lizards, rabbits and a tarantula. During the last school holiday a 'super hero' tea party was organised and children either created a costume at the club or brought one from home.

Nursery Education

The quality of teaching and learning is good. Staff plan effectively for three and four-year-old children and ensure that they are able to access a range of resources, which support their learning across all of the six areas of learning. Children are sociable and confident and show independence in selecting and carrying out activities, sometimes alone or with friends. One area of the large room has been partitioned for three and four-year-old children and in this area they are able to select a range of resources that meet their needs, for example, small construction toys. Staff challenge children effectively by questioning, supporting and adapting

activities. Children play cooperatively together or play happily alongside others. They are aware of behaviour boundaries and show consideration for others.

Children match, count and calculate. For example, a staff member interlinks three large circles on the table and children count small plastic vehicles into different groups. They confidently name colours, match and compare groups. The staff member asks, "How many more do we need to make this group the same?" and "Shall we add them all together?" Children count the number present each day when the register is completed, with staff support as this could be up to 26. They compare size and weight and name shapes as they create collage pictures for their transport theme, for example, circles for wheels and triangles for sails on ships. Children competently use a range of small equipment and hand and eye co-ordination is good. They practise catching and throwing, steering and pedalling wheeled toys and control of their bodies whilst moving to music. Equipment for climbing and sliding is used by all children, including the two-year-olds, but does not challenge older, more able children effectively.

Pencil control is developing well and children use writing in a variety of ways, for example, in the role play office, fire station and vet's surgery. Children are always encouraged to name their own pictures and name cards are available to help them to recognise and write their own name. They compare letter sounds that begin their names and are encouraged to recognise rhyming sounds. They enjoy stories and select books and handle them well and they are learning to speak in turn and listen to others. Children have opportunities to paint every day. They choose their favourite colours and also experiment to create colours by mixing paint. They build on a large and small scale with construction toys and other resources, for example, with good staff support they use plastic crates in the outdoor area to build a vehicle and then sit on it and pretend to be drivers or passengers. Children use their imagination when moving to music and are very enthusiastic in their roles as the vet, fire fighter or mum. They have continual access to a sensory area and currently different fruits including a coconut and pineapple are available for them to feel and smell before tasting.

Children experience a variety of opportunities to explore and investigate. They plant and grow and identify change as they explore the life cycle of a caterpillar to butterfly and frog spawn to frogs. They explore the local environment and in Daventry they visit the pet shop, library, market and shops. They recently visited the local Chinese "takeaway" to buy prawn crackers for their Chinese New Year celebrations. Visitors to the setting include the local country park ranger and community police officer. A recent 'Past, present and future' topic is still displayed so that children can constantly look at photographs, recall and talk about past events and activities. Three computers are available for children with a range of programs to suit different educational needs and children use real cameras and are able to print their photographs.

Staff ensure that admission information is thorough so that they are aware of children's skills and interests. They plan themes for the year, a medium term plan then identifies learning objectives and these are then programmed in to weekly activities. Staff continually record observations which are then transferred to assessment records and inform future planning. The team organise a good balance of staff-led, staff supported and child-initiated play and ensure that all learn at their own pace and are challenged effectively.

Helping children make a positive contribution

The provision is good.

Children are welcomed and their individual needs are known and met well by staff. They are encouraged to talk about home and their experiences in order to appreciate and value each

others' similarities and differences and they also celebrate different religious and cultural festivals through the year. They gain a good awareness of diversity as they have daily access to toys and books that reflect positive images of culture, disability and gender. Staff have experience of caring for children with learning difficulties and they ensure that they work with parents and other professionals to ensure that all children are able to reach their full potential. Children's spiritual, moral, social and cultural development is fostered. Children are aware of boundaries for behaviour. They cooperate and behave well, share, take turns and show consideration for others. Staff are good role models and encourage children to respect themselves and others and their environment.

The partnership with parents and carers is good and contributes significantly to children's well-being. Staff actively seek parents views about their child's needs and interests and consult with them on their child's progress. Consistency of care is addressed well with good written and verbal communication. Admission information is thorough. Parents of two-year-old children are provided with information on the 'Birth to three matters' framework and when their child is old enough to receive government funding, parents are invited to attend an evening meeting to discuss their child's progress so far and the Curriculum for the foundation stage. Parents play an active part in supporting their child's learning, for example, an 'Activities at home' letter details the current topic, areas of learning being covered, rhymes and songs, how the parent could help and suggested activities. Planning is clearly displayed and a folder containing all required policies and procedures is easily accessible for parents at all times. The setting's complaints procedure asks parents to share concerns with the supervisor and if not satisfied with the outcome, to put the concern in writing to the Community Association. However, it does not identify revised regulations, October 2005, with regard to complaints procedures and records and potentially this has an impact on the quality of care provided.

Organisation

The organisation is good.

Children are cared for in a clean and welcoming environment and space is organised very well to enable them to experience a full range of play activities. The provider ensures that children's care is promoted by a high percentage of qualified staff. Resources and activities are easily accessible to all children and they are encouraged to become independent learners. Children's welfare and care are supported with staff implementation of the setting's policies and procedures. All required policy statements are included in a file that parents are asked to read, although the complaints procedure does not contain up-to-date information. Legally required documentation is in place and is kept up to date and in good order.

Leadership and management of early years education is good. The manager is part of the childcare team and all work well together. Children benefit from the commitment of staff to improving their knowledge and skills. Key workers for pre-school children demonstrate a good awareness of the Curriculum guidance for the foundation stage and work well to support children at different stages of development. Resources meet children's needs and activities are well planned by the team. Key issues raised at the last inspection have been addressed and staff monitor and evaluate care and education as they regularly meet with, and seek advice from, an advisory teacher and local authority development workers. A "wish list" has been drawn up for the six areas of learning and is constantly updated. Overall, children's needs are met.

Improvements since the last inspection

At the time of the last care inspection the provider was asked to ensure that child protection procedures include procedures to be followed in the event of an allegation being made against a member of staff or volunteer. Children's welfare is satisfactorily addressed because procedures now contain this information. The provider was asked to request written permission from parents for seeking emergency medical advice or treatment. Children's well-being is addressed because permission has been obtained.

At the time of the last nursery education inspection the provider was asked to develop the system for observation and assessment, use assessment to plan the next stage in learning for individual children and make sure there are regular opportunities to share this information with parents. These issues have been addressed and children's progress is effectively promoted with use of recorded observations, identification of children's achievements and identification of the next steps in learning. The provider was asked to provide opportunities for children to use their writing skills for different purposes. This has been addressed well as children have constant access to a graphics area and use writing in various role play situations.

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.

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 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 staff and parents are aware of revised regulations, October 2005, with regard to complaints procedures and records.

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):

- develop opportunities for older, more able children to access large physical play equipment that will challenge them effectively.

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