

Happy Hours Day Nursery

Inspection report for early years provision

Unique Reference Number	EY234249
Inspection date	27 March 2007
Inspector	Valerie Thomas
Setting Address	Dove Bank, Uttoxeter, Staffs, ST14 8DY
Telephone number	01889 566678
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Registered person	Happy Hours
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 good.

WHAT SORT OF SETTING IS IT?

Happy Hours Day Nursery registered in 2002 and is one of eight settings managed by the owners. It operates from five rooms within a detached house close to Uttoxeter town centre. It serves the local area. A maximum of 40 children may attend the nursery at any one time. It is open each weekday from 07.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 51 children aged from birth to 11 years on roll. Of these, 15 children receive funding for early education.

The nursery employs 10 members of staff. Of these, seven hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through well planned routines. They know that they need to wash their hands because 'they have germs on them' and that 'they all go down the plughole'. Appropriate procedures such as staff wearing protective clothing for nappy changing and cleaning all areas after use sustain appropriate levels of hygiene. However, the nappies are placed in a bin which does not have a lid fitted. In addition, hygiene of areas within the Cub's room is not adequate and some of the outdoor equipment is not clean. This compromises children's health and does not fully promote their welfare.

The setting works in partnership with parents to meet children's individual dietary needs and alternatives such as vegetarian meals are provided. Routines for young babies are fully discussed and implemented into the nursery day. This helps the transition from home to nursery care. The snacks and meals offered throughout the day offer healthy choices. The four week menu consists mainly of fresh food with very little processed food. This encourages children to develop a positive approach to healthy eating.

Children enjoy good opportunities for physical exercise. All children are given the opportunity to go swimming regularly and there is a dance teacher which visits the nursery once a week. Younger children are encouraged to develop their walking skills with lots of praise from staff. Older ones enjoy running around in the fresh air and playing on the bikes. The varied range of activities provided helps children to develop their physical skills and encourages a positive attitude towards a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

There is appropriate space within the setting and children are cared for in age-appropriate group rooms. The nursery is adequately maintained and provides a suitable environment for children to play comfortably with the toys and equipment. Security for the setting is good and staff monitor access at all times. Procedures for ensuring the safety of areas used by children are satisfactory. Risk assessments are completed regularly and there are clear procedures implemented for the safe evacuation of children in the event of a fire. However, the radiators are very hot to the touch and therefore pose a risk to children.

Children benefit from the clear boundaries set by staff. Staff explain safe practices such as sitting properly on the chairs and holding on to the rail when they walk downstairs. Children follow the guidelines well and line up safely before they go outside. This helps children learn to take responsibility for keeping themselves safe.

Children use a varied range of safe toys and equipment. They are organised well to help create a stimulating environment and ensure children can make choices about their play.

Children are protected by staff who have a clear understanding of child protection issues and the correct procedures to follow if they suspect child abuse. They have a good understanding of signs and symptoms that may alert to child abuse and have details displayed of the relevant agencies to contact. Consequently, children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children experience a varied range of activities which contributes to their development. Creative play opportunities are available and samples of work displayed shows that children use their hands and feet to paint with. Children from the tiger's room enjoy playing outside, jumping on the trampoline and riding along in the push along cars. They have lots of fun as they sit on the swings and play in the play houses. Language for children in this room is promoted well as staff ask questions when they discuss the topic 'Ourselves'. Children are confident as they explain that they buy 'baby dollies' and that their mummy puts their shoes on. Early maths skills are encouraged as they count the stairs when they go outside and how many children are lined up by the wall.

Younger children in the baby room enjoy looking at the books and babbling to themselves. Others like to choose the tins to explore and have great fun as they bang it on the floor. Language is encouraged as they sit with staff looking at the animals and saying 'wack, wack' for the sound of the duck. However, on one of the days some of the staff are often involved in cleaning tasks and this means that children's needs are not always met. Some of the children are not interested in the activities and prefer to wander and climb on cushions. At other times children's independence is encouraged well as they are encouraged to walk and to tidy the toys away. Some of the staff are very animated in their approach to children with lots of physical contact and positive facial expression. At this time children are settled and interested in the activities.

Progress of children is observed by staff although the system for recording is not sufficiently robust. The new system currently being implemented reflects the 'Birth to Three Matters' framework. However, this is in the very early stages and as yet there are few observations made of children's learning and the information gathered is not used to plan for the next steps in children's play, learning and development. This does not fully promote their welfare.

Nursery education.

The quality of teaching and learning is good. Staff demonstrate an effective knowledge of the Foundation Stage and a good understanding of how children learn and progress. Planning is detailed and clearly identifies the learning intention although there is no differentiation for the varied abilities of children. Although the supervisor for the room has a detailed knowledge of the children there is the potential that their learning needs will not be fully met in the supervisors absence. Staff use effective methods to maintain children's interest, sitting with them, engaging in their play and asking challenging questions. There is a clear system for recording children's progress through regular observations although this information is not used to plot their progress towards the early learning goals. Behaviour is well managed. Staff remind children that they need to sit and listen when they are learning about the shapes and use the maracas to alert children to tidy up time. The room is organised appropriately and offers a stimulating environment with a suitable range of resources to promote children's learning in all areas.

Children's attitude to learning is good and their concentration is well developed. They sit and listen well to each other when singing songs and enjoy taking part in the story. Children are confident and look very pleased when they receive a clap for their singing. Their self-help skills are good as they serve their own lunches and manage their own care when going to the bathroom. Children are very confident speakers as they engage in lots of conversations and

are keen to answer staff questions. Their thinking is encouraged well by staff as children explain what will come out of the egg when going for their imaginary walk. Children's literacy skills are developing well. They recognise their own name card and are learning a letter sound each week. Children confidently say what letter their name begins with. Children handle books well as they sit and turn the pages and pretend to read the stories.

Children understand and use numbers well. They are able to match number to object as they successfully count their fingers up to 10 and know that five on each hand makes 10 altogether. Children are beginning to recognise numbers and the more able children recognise them up to 19. Children demonstrate a good understanding of shape. They confidently name shapes such as rectangle and square and know that they both have four corners and that a circle has one side which 'goes all the way round'. Opportunities for children to develop their exploration and investigation skills are good. They plant anemone seeds to observe how they grow and mix the ingredients together to bake the cakes. They look at the features of animals as they explore the life cycles of frogs and learn how things work as they excitedly press the buttons on the bee to make it go forward. Children learn about the world around them as they visit the local shops to buy the ingredients to make the samosas.

Children's fine manipulative skills are good. They use one-handed tools competently and show good control as they draw around their hands and try to write their name. Children have weekly opportunities to take part in music and movement sessions which helps them to develop an awareness of space. However, opportunities for children to develop crawling, climbing and balancing skills are not often planned for and therefore it is unclear whether children are making sufficient progress in this area. Children confidently name a wide range of colours as they look at the shapes staff show to them. They explore a varied range of texture such as sand, water, shaving foam and corn flour and are able to express themselves freely when playing the musical instruments. Children have great fun clanging the cymbals very loudly and pretending to play the guitar. Children's imagination is developed well as they cover their eyes and go for an imaginary journey in the jungle. Consequently, children's creativity is promoted well.

Helping children make a positive contribution

The provision is satisfactory.

There is a suitable range of resources available that positively represent different cultures, gender and disability. This is evident in posters displayed in the setting and equipment such as books, small world and home corner equipment. In addition festivals such as the Chinese New Year and Easter are celebrated. This helps to raise children's awareness of diversity and their understanding of others. Training to enable staff to meet the needs of children with learning difficulties and disabilities is attended. There is detailed information on file to ensure a support system can be implemented and staff are in the process of consolidating their learning in this area. This will help to ensure children's well-being is promoted.

There are good procedures implemented to manage behaviour. Staff talk to children to find out the reason for their behaviour and remind children that they should not hurt each other. Children respond positively to boundaries set by staff and give a cuddle to their friend when they hurt them. They take turns well as they wait for the scissors and sit down for the story when asked by staff. Good use of praise and encouragement by staff help to build children's self-esteem well. Children's spiritual, moral, social and cultural development is fostered.

Staff promote positive relationships with parents and work in partnership with them to meet children's needs. Detailed registration forms are completed to ensure staff are fully aware of

children's routines and individual needs which are met most of the time. Consequently, most children are able to settle and enjoy their time in the setting. Parents are made aware of how the setting operates through discussion with staff and through the written policies that are given as part of their handbook. They are given a parents' welcome pack for the room their child will be placed in and this includes information on the activities provided. Parents are well informed of how their child is each day as daily information sheets are sent home. This enables staff and parents to work together to meet the needs of the child.

The partnership with parents and carers of funded children is good. They receive information on the educational programme provided and are encouraged to be involved in their child's learning. Newsletters are sent home for each topic with ideas for activities they can complete at home and they are encouraged to send resources in linked to the theme. This enables parents to be involved and enhance their own child's learning.

Organisation

The organisation is satisfactory.

There is a good level of qualified staff who work with the children and many additional training courses are attended. For example, 'Play workers against racism', 'Birth to Three Matters' and cluster groups where areas of the Foundation Stage are looked at. This commitment to training helps to broaden children's experiences and contributes to the care provided.

There are effective recruitment procedures in place which ensure staff are appropriately vetted and any staff that are waiting for clearances to come through are appropriately supervised. All documentation is in place although attendance records for staff do not always show which children they have cared for. The setting is organised adequately on the whole and support for children is generally effective. However, children's needs are not always met in the cub's room. The organisation of staffing for a Monday does not ensure that young babies' needs are effectively met as they are sometimes left to struggle to reach their food or left to sit in a bouncing chair with little stimulation. This does not ensure children's welfare is fully promoted.

The leadership and management of funded children is good. Constant reviews of practice take place through regular staff meetings and staff supervisions and appraisals take place often. In addition questionnaires are given to parents to identify where improvements can be made. Staff fully understand what works well with particular children to ensure they are all making good progress. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to develop activity planning and extend the range of toys and equipment available to children including those which reflect equal opportunities and multicultural issues. In relation to the education the provider was asked to develop staff's understanding of the Foundation stage and improve the curriculum planning to ensure children can access the six areas of learning at every session; organise play equipment and resources so that children can select for themselves and encourage parents to share what they know about their child's development.

Planning for children under three years is improved and reflects the 'Birth to three matters' framework. This ensures there is a varied range of toys and equipment set out each session. Resources are stored in low level storage boxes and on shelving to allow children to make choices. Additional resources to promote positive images of diversity are available and the

setting makes use of the toy library to supplement equipment. This helps to ensure most children are interested in their play and are able to make their own decisions.

A training programme to develop staff's understanding of the Foundation stage is in place and various courses have been attended. Consequently, staff are confident in their knowledge and are able to identify how activities link to the six areas of learning. Planning is detailed and ensures all six areas are covered and the room is organised into the six areas of learning. Resources are stored at child height and children are encouraged to choose what they want to play with. Parents are now asked to record their child's development on the Foundation Stage profile when children first enter this stage of learning and open evenings take place to discuss their needs further. As a result of these improvements children are making good progress towards the early learning goals.

Complaints since the last inspection

Since 1 April 2004 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

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The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

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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 that staff are deployed effectively to promote the welfare and development of individual children under two years
- ensure the system used to observe and record the progress of children under three years is robust and use this information to plan for the next steps for their play, learning and development
- ensure all areas within the nursery and children's play equipment are clean and that facilities for the disposal of nappies is suitable
- take reasonable steps to ensure that the hazard of the radiators is minimised
- improve the system for recording staff attendance so that it clearly shows the names of the persons looking after children.

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):

- improve further the system for recording progress to show how children are progressing towards the early learning goals and use the information gathered to ensure planning is differentiated for the varied abilities of children
- plan more effectively to ensure all areas of physical development are fully promoted.

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