

# Happy Hours Nursery - Yatton

Inspection report for early years provision

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<b>Unique Reference Number</b>	115264
<b>Inspection date</b>	11 July 2007
<b>Inspector</b>	Rachael Williams / Julie Neal
<b>Setting Address</b>	Hereward House, North End Road, Yatton, Bristol, Avon, BS49 4AW
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<b>Registered person</b>	Lorraine Osment
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 is privately owned and opened in 2001. It operates from seven rooms in a detached house in the village of Yatton in North Somerset. The nursery serves the local and surrounding area.

There are currently 54 children from three months to five years on roll. This includes 23 funded children who are in receipt of early years funding. Children attend for a variety of sessions. The setting has experience of supporting children with learning difficulties and/or disabilities and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 to 18:00.

The manager is supported by eight staff; seven of which have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is maintained due to some effective practices and procedures being followed throughout the nursery. To minimise the risk of cross infection, good practice is followed by staff regarding nappy changing, including the use of disposable gloves. Children follow routines that help them to protect their own health, they are reminded to wash their hands before they eat and after they use the lavatory. There is a 'no shoe' policy in the baby unit which enhances a clean and hygienic environment for crawling babies. Individual bibs and flannels are washed after each use to minimise the risk of cross infection.

There are effective procedures in place to ensure children's health in regards to protection in the sun. Consents are gained from parents to ensure appropriate sunscreen is applied. Staff are vigilant at ensuring children wear sun hats and that appropriate shade is provided. For example, children under two use the front play area in the morning and the rear area in the afternoon as they are shaded from the sun. Consents are routinely obtained to administer medication and to seek emergency treatment or advice which protects children's well-being. Children are protected in an emergency as half the staff have paediatric first aid training. There is a fully stocked and maintained first aid box readily available. However, children's well-being is compromised as accidents are not consistently shared with parents or countersigned as recognition of the treatment provided.

Children are introduced to a healthy lifestyle. For example, they enjoy a wealth of healthy and nutritious snacks and meals prepared in a hygienic environment. Menus are varied and shared daily with parents to ensure each child's individual needs are catered for. Children in the baby unit have individual named beakers and are offered drinking water regularly to ensure they remain hydrated. However, this good practice is not consistently applied to children in the toddler and pre-school rooms. For example, a child requests a drink of water and is told he must wait until the 'messy room' is open as this is where the jug and cups are kept. Pre-school children explore a selection of fruit effectively using their senses well to describe their characteristics. For example, a child identifies a kiwi fruit and comments that it has pips in it but you can eat them.

All children within the nursery benefit from daily opportunities to be out in the fresh air. The two play areas are used productively to provide children with a range of physical experiences. For example, younger children thoroughly enjoy steering the ride-on toys around the enclosed area. A blanket is placed on the floor for babies to sit on and use a range of construction toys. The local environment is used well to provide additional experiences, for instance, walking to the train station and local shops. Pre-school children enjoy regular opportunities to stretch their muscles and develop physical control and co-ordination. They make effective use of outdoor play time to use a variety of equipment. For example, they are very confident as they ride bikes, negotiating space well and keeping to agreed routes around the garden; they throw and kick balls with accuracy and control.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children benefit from a newly painted and welcoming environment. It is organised well to meet children's needs enabling them to move safely and independently. Children's work is attractively

displayed in all areas to develop colourful play spaces. The nappy changing area in the baby unit is particularly stimulating with colourful murals and mobiles to interest children. However, the changing area for toddlers is uninviting and compromises children's safety as they are stepped over by other children using the toilet facilities. Good quality toys and resources provide children with appropriate challenge. Some toys are easily accessible and provision is being made to ensure children can make decisions about their play and access these independently.

Security is paramount. For example, there is an accurate visitors' record and good collection arrangements to ensure children's welfare. Children's safety and physical well-being are maintained due to appropriate risk assessments and daily checks. The daily register does not record sufficient information to ensure attendance of both staff and children is monitored appropriately.

Staff have good knowledge of child protection issues to ensure children's well-being is safeguarded. Key staff have good knowledge of the possible signs of child abuse or neglect. They are aware of procedures to be followed including those if an allegation is made against a member of staff. A clear, well written child protection policy ensures that all staff are consistent in reporting incidents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff have good knowledge of the Birth to three matters framework and implement it well to ensure younger children are offered a wealth of experiences to encourage their development in all areas of their learning. However, planned activities are not fully evaluated to influence future experiences. Children's progression is well documented in an attractive diary format to identify next steps in their learning.

Children are encouraged to create and develop competence when exploring a range of media. For example, they explore the texture of paint through hand printing. Children thoroughly enjoy mark making using paint brushes and sponges with water in the outside area; some paint the fence and others print pictures. Children use their senses well, for instance, they contribute greatly to the music session through singing and using a range of instruments. A one-year-old spontaneously sings 'Old Macdonald' as he plays with the farm and makes the sound for each animal. Toddlers thoroughly enjoy using props when singing favourite rhymes. There is good support from staff as they question the children, for instance, 'How many ducks are left?' Children are confident communicators as good relationships have been established with staff. Staff deploy themselves well to meet children's interests and interact effectively to extend their communication skills, for instance through appropriate questioning and engagement in meaningful conversations.

Nursery education.

The quality of teaching and learning is satisfactory. Children make sound progress towards the early learning goals in all areas of learning. Children are happy and confident learners who are keen to participate in activities. They benefit from good opportunities to make choices about what they do, and staff organise the environment well to support learning through play. For example, children enjoy using the well equipped art room as they explore their ideas with different creative media; they make good use of the role play room and resources as they engage in imaginary play. Most days there is a focused activity organised, which often involves children participating as a large group. These are managed well to ensure that staff are deployed

effectively in order to support children who find it difficult to concentrate in a large group situation, thereby promoting positive behaviour and self esteem with children.

Staff discuss the activities that children take part in but do not consistently identify the learning objectives of these. There are no written plans at present, because the setting is reviewing the way planning is organised, this has contributed to staff's lack of confidence in their knowledge of the focus of key activities. Some observations of children are made, and these are used to inform children's records of their progress towards the early learning goals. However, inconsistent processes of recording observations and updating assessment records mean that monitoring structures do not provide a clear or current reflection of individual children's progress and achievements. There is no process in place to identify children's level of attainment on entry to pre-school, although many children have attended the nursery prior to joining so staff have an effective knowledge and understanding in regard of these children. There is no effective process in place to plan the next steps in learning for individual children.

Children enjoy the many opportunities provided to make choices and develop their play. They freely select from the good range of available resources and link up with friends to explore their ideas through play. For example, children thoroughly enjoy setting up a train journey, carefully organising seats into a train and making and selling tickets before they set off. Staff support imaginary play well, for instance, ensuring that the 'ticket office' is suitably equipped with paper, pens, tills and play money. Children are confident communicators who are keen to share their news with each other, such as bringing in items from home to 'show and tell'. They write well, because they are encouraged to do so in different contexts, such as labelling their artwork and in role play. Children have a thorough understanding of number. They count confidently and accurately and have a clear grasp of simple calculation, for instance, rapidly calculating the number of people present in the room when 'two more' are added.

Children are competent in the use of everyday technology, for example, they are proficient in the use of a computer and have good mouse skills. They show a good awareness of the world around them and discuss different aspects of their lives, such as their families and special events, such as birthdays. They discuss the date, the weather and the season as they update the weatherboard each day. Opportunities for children to express their creativity are good, with staff encouraging them to use different media, such as paints, dough, clay, and recycled materials. They enthusiastically engage in singing and playing musical instruments and show good understanding of rhythm and volume. Children use a variety of tools and equipment, such as scissors, glue sticks and spreaders, cutters, stampers, and knives. Children help themselves as needed, for example, as they use dough and create models in the art room, and this means they have confidence and control.

### **Helping children make a positive contribution**

The provision is good.

Children show good levels of confidence and self-esteem as they participate in a range of activities that encourage learning and development. They relish being helpful and supportive of each other, for instance, helping a younger child to pour his drink at snack time. Younger children are well supported as there are clear, well-documented arrangements for their care which are regularly discussed with parents. Positive relationships have been established with staff although, due to staff changes, a stable key worker system has not been fully established. Positive images and appropriate toys and resources encourage children's understanding of the diversity in our society. Children benefit from a member of staff who is multi-lingual, for instance, she supports parents and children to speak Spanish and relates to their experiences,

such as 'Dora the explorer'. There are good transition arrangements between rooms to ensure children are fully settled. Hence, children's spiritual, moral, social and cultural development is fostered.

At present, a special educational needs coordinator is being appointed. Observations of the younger children track their progress in order to identify early and assess any additional need in order to support them appropriately through regular liaison with parents. However, improvements need to be made in observing older children in order to evaluate progress to obtain a clear picture of children's individual needs.

Children are fully engaged and because of this, and good relationships with staff, children behave very well. Children are clear on expectations and boundaries which are shared with parents through the use of posters placed in strategic places, such as how to behave when outside. There are clear induction arrangements to ensure consistency in the use of behaviour management strategies that are suitable for the age and stage of development of the children. For example, a thinking stool is used for children to reflect on their actions where they are given clear explanations by staff. Children are regularly praised for their achievements and actions.

Partnership with parents is satisfactory. Parents receive some good information on the setting, for example, in the prospectus, through regular newsletters and daily information recorded on each room's white board. The parents' notice board and the complaints log, which does not include all complaints made to Ofsted, have not been fully updated. Information regarding the Foundation Stage curriculum and what children are doing each day is displayed on notice boards. There is an annual parents' evening for children soon to move on to school, although there is no process in place to ensure parents have ongoing awareness of their children's progress in learning. There is some involvement of parents in their children's learning, such as bringing items in from home that link with themes and topics, but this is inconsistent.

## **Organisation**

The organisation is satisfactory.

Staff are developing their knowledge through effective teamwork, enhanced by the sudden changes in staffing, and good use of the local authority advisory teacher. They work closely together and, more recently, have been involved in identifying improvements that could be made to the nursery to provide good quality care and learning for each child. There are clear and effective systems in place to ensure children are cared for by suitably qualified and experienced staff. Sound induction arrangements ensure that there is consistency in practices, for instance, behaviour management and most welfare requirements.

Children are closely supervised and ratios are maintained. However, the register does not provide an accurate record of children and staff attendance. Children's attendance is not accurately recorded on the register according to which room they are predominantly cared for in. For example, only two children were recorded in the toddler room register but five were present throughout the day; they were recorded on the pre-school register as they had turned three.

Overall, the nursery meets the needs of the children for whom it provides.

The leadership and management of nursery education is satisfactory. Staff meetings and appraisals have been used to identify areas for improvement and for training and development. The setting has begun to evaluate the effectiveness of what it does, for example, identifying that processes of planning and observation are in need of improvement. However, staff have

not yet begun to implement new structures. This has resulted in inconsistent monitoring of children's progress, and a lack of confidence among staff regarding the learning objectives of key activities.

### **Improvements since the last inspection**

At the last inspection recommendations were raised relating to health and safety. These have been satisfactorily addressed.

Younger children have daily opportunities to use the outside area which maintains a healthy child. Younger children also have the opportunity to have regular walks within the local environment.

Children are protected from the spread of infection when drying their hands as paper towels are used and disposed of appropriately.

Younger children have a wealth of experiences where activities relate to the aspects of the Birth to three matters framework. Treasure chests are used appropriately to provide them with sensory opportunities. Good quality toys and resources are appropriate for their age and stage of development.

At the last inspection, there were two recommendations for the improvement of nursery education. One related to more effective use of observations and assessments in planning, this is in the process of being addressed and the setting has taken advice on how to do so effectively. The second related to the identification of key learning objectives in activities, and areas of extension and support for children. These are not consistently identified at present due to changes in planning processes, although new documentation to be used indicates that this will become part of the process.

### **Complaints since the last inspection**

Since 1 April 2004 Ofsted have received three concerns.

In July 2004 a concern was raised under National Standard 2 - Organisation that ratios were not being maintained, the provider was exceeding registered numbers and the register was not completed appropriately. Ofsted made an unannounced visit and actions were set to 'ensure there is a system in place to accurately register children and staff attendance on a daily basis' and to 'make sure that staff are deployed effectively to ensure the safety, welfare and development of children'. Following receipt of details of the action undertaken by the provider regarding these no further action was taken. The provider continues to be registered.

Concerns were raised in July 2006. These related to National Standard 1 - Suitable Person and National Standard 2 -Organisation regarding staff ratios and the arrangements made by the registered person to meet ratios and National Standard 6 -Safety regarding the maintenance of the provision and safety concerns within the setting. Ofsted visited the provider to discuss the concerns raised and from the subsequent investigation an action was set under National Standard 2 - Organisation to 'record the time of arrival and departure of children, staff and visitors and clearly show how staff are deployed so the minimum ratios are maintained at all times.' The provider responded to Ofsted to confirm that suitable measures had been taken to meet the actions set. No further action was taken and the provider continues to be registered.

Concerns were raised in February 2007 in relation to National Standard 4 - Physical Environment and National Standard 6 - Safety regarding the physical conditions within the setting, and this raised further concerns regarding the safety of the children. Ofsted visited on 14th February 2007 and the following actions were raised 'ensure the registered person conducts a risk assessment of the premises, completes an action plan with timescales and identifies action to be taken to minimise risk' and 'maintain a record of visitors'. Following receipt of details of the action taken by the provider regarding these actions no further action was taken. The provider continues to be registered.

The provider is required to keep a record of complaints made by parents, which they may 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 drinking water is available for all children during the day
- develop consistent practices in recording complaints investigated by Ofsted
- ensure the accident record is consistently shared with parents and a signature obtained
- develop a robust system to register children and staff attendance on a daily basis that includes an accurate record of where each child is cared for and by whom

#### **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 systems of planning to ensure that all staff are aware of the learning objectives of key activities; ensure the effectiveness of activities is suitably monitored
- develop a process of consistently identifying children's starting point in order to effectively evaluate the progress they make in learning; ensure children's assessment records are consistently updated in order to show the progress they make towards the early learning goals, and use these to identify the next steps in learning for individual children
- ensure there is a process in place to provide parents with ongoing information about their children's progress in learning



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](http://www.ofsted.gov.uk)