

# Happy Hours Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	317375
<b>Inspection date</b>	26 September 2007
<b>Inspector</b>	Carys Millican
<b>Setting Address</b>	5 High Seaton, Seaton, Workington, Cumbria, CA14 1NP
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<b>Registered person</b>	K.L.S. (Cumbria) Ltd
<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 Private Nursery is one of two nurseries run by K.L.S. (Cumbria) Ltd. It first opened in 1977 and operates from a former school building in the centre of Seaton, near Workington. The day nursery adjoins the owner's private residence. A maximum of 90 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 17.45 for 50 weeks of the year. The nursery also operate an out of school club from 07.45 till 09.00 then 15.15 to 17.45 and a holiday play scheme for children aged up to 12 years. Children share access to two secure outdoor play areas.

There are currently 108 children aged from birth to under eight years on roll. Of these, 19 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 17 members of staff. Of these, 14 hold appropriate early years qualifications. Happy Hours Day Nursery is a member of the Pre School Learning Alliance, British Association for Early Childhood Education and 4Children.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children benefit from the healthy eating programme developed in the nursery. Weekly menus are displayed in the reception area showing a balanced selection of meals and snacks. Therefore, children begin to learn about the importance of a balanced diet and eating healthily. They thoroughly enjoy the home made meals provided and they confidently ask for more. Children enjoy the social occasion as they sit together in the dining room or their designated play room for their snack or lunch. Children's independence at mealtimes and self-help skills are encouraged by staff, for example, younger children help to feed themselves using suitable age appropriate utensils and cups. Older children use the water and juice dispenser in the pre-school room. Young babies are held when being fed. Children's dietary needs are met. Staff follow children's individual needs, routines and parental wishes closely. Details of allergies and dietary needs are confidentially recorded and are known by staff. Fresh drinking water is made available for children in all rooms.

Children's health and well-being is for the most part met. Staff preparing meals in the kitchen follow suitable hygiene practices and environmental health guidelines. Children wait patiently as staff clean the dining table and high chairs trays before snack and lunch times. However, basic hygiene practices are not consistently applied. Staff do not always wash their hands before placing pieces of apple, banana or raisins on children's plates and most children do not wash their hands before eating. Children enthusiastically clean their teeth after their mid day meal, using their named toothbrush, which is stored in a suitable container. Younger children's independence is aided by the use of appropriate equipment to access the sink. Children are encouraged to wash their hands after toileting. Most children have access to suitable toiletries when accessing the toilet, however, there is no toilet paper accessible to younger children and paper dispensers are too high for them to help themselves. Older children are confident to use the toilet themselves and staff offer support when needed. Nappy changing hygiene procedures are well met. Staff wear aprons and clean mats after each use. Children's welfare and the protection of other children is fully considered by staff following the sick child policy. Children's welfare is generally promoted. Most staff hold early years first aid certificates and the required documentation is maintained. However, not all accidents are recorded in the accident book, for example, those caused by others. Therefore, signatures are not always obtained. The recording methods used to record medication does not maintain confidentiality. Babies and young children sleep in designated sleep areas monitored by close circuit television and intercom systems. Fresh bedding is available for the cots and prams in which the babies and young children sleep. However, the bedding used in cots and prams is not changed during the day, unless it is soiled or dirty.

Children enjoy playing outdoors. Younger children access a range of suitable resources that promote their physical development. They enthusiastically 'drive' their sit and ride cars around the tarmac play area. Younger children confidently do exercises with staff, stretching and bending, as they imitate them. Children mark make using chalk on large static chalk boards fixed to the walls. They begin to develop a sense of space as they run around and staff support children's natural urges to try new physical feats. Older children play with a tyre swing and several milk crates are available to build with. Indoors pre-school children complete a physical exercise programme where they bunny hop into hoops and stretch with giant steps round the room. Younger children can climb up the stair treads then slide down the banana slide. Planning does not show how physical play is encouraged daily, either indoors or outside. Most children

can access quieter activities, such as looking at books and listening to stories in the quiet area, thus allowing them the opportunity to rest according to their needs.

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

The provision is satisfactory.

Children are cared for in a warm and welcoming environment. Babies are well cared for in a colourful, interesting and stimulating room. Babies access boxes of toys and resources easily. They look at mobiles hanging from the ceiling and colourful displays adorn the room. The furniture allows them to pull themselves up and space allows them to practice their walking skills safely. The pre-school room, is colourful and well designed to allow children access to continuous free play areas and toilet facilities. Pre-school children cannot, however, access boxes of resources without asking as most are stored high up out of reach. Resources are safe and suitable for use. Staff regularly check them for broken, missing, or loose parts. Staff provide children with boxes of toys in the 'fort room' as they are stored separately in a room being refurbished. Therefore, their independence, free choice and decision making is restricted. Children begin to feel a sense of belonging. Their art work is creatively displayed on the walls in all rooms and named toothbrushes are used at lunch time.

Children are generally kept safe and secure when playing indoors and outdoors. Risks of accidental injury to children are minimised because staff use detailed written risk assessments to help reduce potential hazards. Close circuit television is used to monitor several areas indoors, including the reception area and entrance; nappy changing area; cot sleep room and pram sleep room. Children cannot leave the setting unsupervised and no unauthorised persons can gain entry as the door is electronically operated from inside. Most areas in the nursery are safe and secure, however, there are accessible electrical points in the pre-school room, an accessible battery charger, and a door open to an unsafe storage room in the wet area. The temperature of the water is regulated; however, the sink in the dining room quickly gets very hot when switched on. Staff follow appropriate safety procedures before children go outdoors. Play areas are checked before use and gates secured when children play outdoors. Staff supervise outdoor activities. Children are kept safe on outings as adult-child ratios are maintained, permission is obtained and record keeping ensures their safety. Children begin to learn about what is dangerous and how to keep themselves safe. Staff explain why not to stretch the rubber snake too far as it might snap and they will hurt themselves. Visits from 'people who help us' are beneficial in raising children's awareness of 'fire safety'. Fire fighting equipment is in place and the fire evacuation procedure is displayed on the walls of each room and practised regularly with the children.

Children are protected by staff who have a sound knowledge of child protection. Staff members attend training in child protection and their understanding of record keeping and child protection procedures is consistent with the Local Safeguarding Children Board guidelines. The child protection policy is in place and contains contact details. Children's general safety and welfare is met. Children, staff and visitors attendance is recorded. Staff make sure that procedures are followed when children are collected and records contain the details of named persons allowed to collect the children.

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

The provision is satisfactory.

Children are happy, contented and most settle easily as they arrive at the nursery. Children are generally enthusiastic and self-assured in their play. They help themselves to the activities and resources provided. Babies have free access to low level containers so they can easily help themselves to the toys inside, whereas children in the 'fort room' cannot. They depend on the staff providing them with toys which they all play with. The activities and resources generally support children's development and learning and are flexibly linked to the planning in place. Children in the 'fort room' enjoy the printing activity using paint and sponge letter shapes to print on the play room wall. Children make sound relationships with adults and other children. Those who require help to socialise with others are well supported by experienced staff members, who skilfully encourage them to play together. Babies enjoy the musical instruments and singing activities. They shake the bell rattles and bang the drums. Young children generally listen to instruction and understand the routine. They help to tidy up before lining up against the wall to go to the snack room. Children's independence and self-help skills in practical activities, such as putting on coats and shoes, are suitably encouraged. They develop confidence and self-esteem through the interaction, care, love and attention they share with the staff. The 'Birth to three matters' framework is displayed on the wall and is used in practice during activities. Children are regularly observed by staff and written documents are maintained on their progress. Spontaneous learning or achievement that may occur during the day is recorded on post it notes and placed in the child's book. Photo evidence displayed on the wall show activities children undertake through out the year linked to the 'Birth to three matters' framework. Staff have a good understanding of child development and this is seen in practice. Out of school children enjoy their time at the nursery attending before and after school. They enjoy making pizzas at tea time and undertake a number of craft activities which maintain their interest. Older children enjoy playing outside in the pre-school play area where they use the facilities for the younger children, such as play swing and chalk boards. Indoors, older children access the computer and board games.

Children enjoy the play opportunities provided, although younger children look a little lost in such a the large group. Regular daily routines are in place, which are reasonably flexible to allow sufficient time for children to explore and develop ideas. These routines enhance children's learning and development, and differentiation is seen in practice. Children join in the activities provided and their concentration levels are maintained. Children enjoy playing with the coloured play dough, rolling it out flat and then use shape cutters to make patterns. Opportunities within the daily routine are used to engage children in conversation, singing songs and role play. Staff provide children with boxes of play food and utensils. They play with the pretend food in the toy kitchen, pretending to make tea for the staff members. Staff engage children in conversation as they look at books sitting at the craft table. There are no resources within reach of the children in the 'fort room' to allow children to choose for themselves. Babies enjoy exploring the home made treasure baskets containing wood items. They use their senses as they investigate the different objects. Children enjoy playing outside. Young children pedal bikes and ride in the cars around the tarmac yard. They thoroughly enjoy chalking on the large chalk boards and painting with water and paintbrushes.

Children are valued and respected by staff, who have a kind and caring manner. Babies benefit from a relaxed atmosphere and homely environment. Close and caring relationships with staff increase children's sense of trust and help them develop a strong sense of self. Adult-child interactions are supportive of communication skills and extend experiences. Children generally relate well to each other and socialise well, as they build up relationships with other children.

Staff are on hand to support children in their play and actively take part. Most children begin to distinguish between right and wrong, as they learn to take turns and share when using the toys and equipment.

## Nursery Education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals. Children's learning needs are understood by the staff who have a sound understanding of the Foundation Stage. Regular staff meetings are held to discuss the planning in the nursery. Written plans on walls in free play areas show the links to the areas of learning within the foundation stage. The key-worker system is established to ensure new children form an attachment with one person. 'Forward' planning enables children's individual needs to be measured to help establish the next steps in their learning. This is individual to the needs of the child and enables the practitioner to adapt activities. Observations are made on individual children during activities, and these inform the stepping stones record sheets. The initial starting points are observed or obtained from the previous rooms progress reports linked to the 'Birth to three matters' framework. Staff skilfully extend children's learning and provide sufficient challenge in small group activities. Children can count confidently and can name a number of different colours. Their mathematical skills, such as calculating, comparing and problem solving, are used by staff within planned topics, however, everyday experiences and routines are not used to help reinforce and extend such mathematical experiences.

Children are generally eager to learn, self-assured in their play and most are confident to try out new experiences. Children enjoy using the computer program to write their name. They enjoy creating squirrel pictures, painting it first then sticking brown fabric to represent the fur. Children develop hand-eye coordination in activities. They use the toy tool kit to knock toy nails into the already prepared holes and pretend to sand the wood as they imitate an adult. Children complete large floor puzzles carefully taking turns to find the picture on the poster to match with the shape in the jigsaw. Children access suitable mark making materials to draw pictures. They begin to develop their communication skills through the staff questioning them and reinforcing their language and vocabulary. They chat confidently with each other using a wide range of language and sentence construction, and their thinking skills are suitably promoted when listening to a story. Children begin to explore their environment and learn about caring for living things. Photographic evidence shows children growing flowers in the outdoor planters and following the life cycle of the butterfly. Children spend little time in the wet area. The sand and water is not made freely available and there are no painting easels to enable free creative expression. Children do not have free access to construction materials such as small and large bricks. They have limited access to resources that they can explore and investigate to see how they work. Staff are beginning to build up resources in order to cover all areas of learning in the free play areas.

Staff support children in their play. Children are generally well behaved and begin to show an understanding of right and wrong. They interact well with each other and listen to one another during activities. Children use their imagination as they pretend a box is a bed for the doll and the toy spray bottle contains milk for the tea. Children begin to recognise primary colours and count easily up to ten. Children's development of large and small motor skills is promoted albeit limited. Opportunities for daily exercise are not catered for in the weekly planning, however, children enjoy the physical exercise programme held one day per week. Children can find their personal space when asked to sit at the table at snack time and can negotiate their own space when playing with equipment outside in the play area. Spontaneous play opportunities are

used to extend learning. For example, when playing with the soapy water outdoors children decide to splash it on the blackboard describing the result as fireworks in the sky.

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

The provision is satisfactory.

Children benefit from the staff's positive attitude towards equal opportunities. Their understanding of equality and diversity is generally promoted through activities that encourage equal play. Children play harmoniously together. Pre-school children learn to share and take turns when completing floor puzzles and when listening to each other at circle time. Children are familiar with the routine. Older children listen to the music as they tidy up before snack time. Children begin to value each other's contributions in group time activities and develop sound relationships with each other as they share experiences. They listen to their friends as they discuss the weather and what day of the week it is. Children's individual care needs are known and met by staff in discussion with their parents. They begin to become aware of the wider society as they explore their own and others' cultures and traditions in a range of planned activities that celebrate festivals, promote diversity and interest in their community.

The children behave reasonably well. They respond well to staff's positive strategies, such as giving time to listen and praising achievements. Children's self-esteem is promoted. The pre-school children eagerly wait for a sticker for doing well in the session. The behaviour policy is in place and the incident book is maintained. Appropriate behaviour management strategies are used by staff, who constantly promote positive behaviour with the children. Children are aware of their own needs and the needs of others. Pre-school children confidently go to the toilet and wait their turn to wash their hands. Younger children ask staff who are on hand to help them. Children show a willingness to put away the toys and work together to do so. Most children make suitable choices and decisions about their play. Their confidence and self-assurance is encouraged by staff who skilfully encourage them through out the day. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the good working relationship developed with parents. Young children generally settle easily into the nursery supported by the induction arrangements agreed with their parents. Initial visits with parents reassure children about the unfamiliar environment and the pleasantness of staff. Children's individual care needs are discussed and recorded on registration. Staff gather detailed written information about children on entry. Observations are completed when children first start in order to obtain each child's initial starting point. Progress and development reports are used to enable a smooth transition as children progress into the different rooms. Parents and children are made welcome. Parents are extremely happy with the care and education their children receive. They praise the friendliness and caring disposition of the staff caring for their children. Parents are provided with information about the setting and the care and activities provided. Information about educational activities is provided to parents in newsletters and plans linked to areas of learning are displayed in each room. Children's activities and learning experiences are shared with parents verbally on collection and in written care folders for young babies. Parents are encouraged to ask for these documents. End of term reports are completed showing the steady progress pre-school children make in which parents are encouraged to make comments. Children's steady progress is welcomed by parents. Children enjoy taking their library book home at the end of the week. Opportunities to extend and reinforce children's learning potential at home are in the early stages of development. Parents access an extensive amount of information displayed in the reception area where they drop off and collect their children. The key worker system is established in each room; however, parents are unsure who their child's key worker is. Policies and procedures are

available for parents in the reception, which includes the setting's complaint procedure. A system to record any complaints is not established.

## **Organisation**

The organisation is satisfactory.

Children are cared for by adults who have a clear sense of purpose and understand the importance of continual improvement. The manager is well qualified and together with her qualified, experienced staff they complete additional training in child care topics and core subjects. All staff have undergone suitability checks and ongoing checks are completed by the manager. A robust recruitment procedure is in place to ensure children's safety and welfare. The staff attendance register shows that the staffing ratio is maintained in the setting; however, it does not record which rooms in which staff are deployed. The attendance of children is recorded in the 'Fort room' on the wall. Staff complete this register as children arrive and depart. Children are generally kept safe and are well cared for by staff with a good knowledge and understanding of child development. The induction procedure ensures the nursery policies and procedures are applied and the setting runs smoothly and effectively. The staff appraisal system is established and individual training needs are identified. Continual training and development is fully encouraged. Staff meetings are held to discuss care and educational issues, the general running of the nursery and to ensure continuity of care is maintained. Routines are developed in the interest of the children, however certain times are 'busy' and areas get congested with the movement of children and staff through the 'fort room'. Operational procedures for the movement of children and staff in order to minimise disruption to babies and toddlers, for example at snack times and during changing routines is not maintained. Staff use appropriate behaviour management techniques which are consistently applied in practice. Staff work well together as a team and are clear about their roles and responsibilities. The premises are generally well organised with the exception of the 'fort room'. Outdoor space is suitably laid out to encourage play opportunities. Staff encourage children to explore the environment through their senses. Most of the documentation that ensures the efficient and safe management of the provision and contributes to the health, safety and well-being of children is in place. Most recording methods maintain confidentiality.

Leadership and management of the nursery education is satisfactory. An all inclusive environment is encouraged and all children are included and treated with equal concern. Children make steady progress towards the early learning goals and their initial starting points are obtained. Their learning experiences are enhanced by the play opportunities extended through questioning by the staff. The registered person and staff work closely together to ensure that children are well cared for and the nursery runs smoothly. Management and staff are enthusiastic and proactive in their ideas and future developments. Input from development workers is available and aspects raised have been addressed. Planning for the Foundation Stage is completed by the pre-school supervisor and manager with additional input from staff members. Individual needs or progress shown through the stepping stones are recorded using observations. Forward planning for individual children enables the next steps in children's learning to be identified and activities adapted to allow all children take part. The registered person motivates staff well. Staff are enthusiastic in their work and promote children's learning and development and the general care and routine of the nursery. Staff act as good role models by actively taking part. Flexible routines are followed. Children's personal information is collected and recorded. Their individual needs are known and children are supported by key worker staff. Staff discuss children's development with parents throughout their time spent attending the nursery. Parents of children leaving the pre-school are given a folder of their child's work and stepping stones



chart. Staff inform parents about their child's day as they collect them. Parents are provided with a wealth of information about the provision.

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

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

At the last inspection the provider agreed to improve documentation and record keeping for care and nursery education. Since the last inspection the following has been achieved: all rooms on the premises display the emergency evacuation procedure so everyone on the premises can clearly see them; staff record the attendance of all children as they arrive and depart. This document is displayed on the 'fort room' wall. The kitchen cleaning procedure is clearly displayed in the kitchen and a copy is available in the operational plan. All medication administered to children is recorded and the appropriate signatures of consent are maintained. Records of children's progress are maintained and used to inform their next steps in learning.

### **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**

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):

- make sure staff and children follow consistent personal hygiene practices within the daily routine in order to prevent the spread of infection
- make sure all accidents to children are recorded and signatures obtained and medication recording methods maintain confidentiality
- make sure sufficient, suitable toys and play materials are available to allow choice and decision making.

#### **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):

- enhance children's interest in mathematics, such as calculating, within everyday routines and experiences
- enhance learning opportunities in creative development and knowledge and understanding of the world
- create more physical play opportunities for children to access indoors and outside.

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)