

# Happylands Day Nursery

Inspection report for early years provision

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Unique Reference Number	205401
Inspection date	04 October 2007
Inspector	Elenora Griffin
Setting Address	Lyppard Grange Community Centre, Ankerage Green, Worcester, Worcestershire, WR4 0DZ
Telephone number	01905 729900
E-mail	
Registered person	Happylands Limited
Type of inspection	Integrated
Type of care	Full day care

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 & X U U L F X L O G N D R Q W F K H I R X Q G D W D R G

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

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For more information about early years inspections, please see the booklet \$ H \ R X H D G R \ U \ R X L Q V S H W H I s available from Ofsted's website: Z Z Z R I V W H X G N J R Y

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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

Happylands Day Nursery opened in 1998. It operates from purpose built premises within the community square in Lyppard Grange, Worcester. A maximum of 53 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00, for 49 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 62 children aged from three months to under five years on roll. Of these, 23 children receive funding for early education. Children come from the local and surroundings areas of Worcester.

The nursery employs 14 members of staff who work directly with children. Of these, nine hold appropriate early years qualifications and three are working towards a qualification.

The provision is satisfactory.

Children enjoy being cared for in a clean environment in which staff consistently follow daily hygiene and cleaning procedures. Children are beginning to learn about personal hygiene through the daily routine. For example, older children are encouraged to wash their hands after toileting and before meals and staff talk to them about why they need to clean the dirt and germs off. Children receive appropriate care if they have an accident or become unwell. Over half of staff have received first aid training and accidents are clearly recorded and shared with parents. The policy for sick children enables them to be cared for appropriately and exclusion periods are displayed for staff to share with parents. Children's ongoing medical needs are appropriately met because consent is given for staff to administer medication. All medication is recorded and shared with parents on a daily basis, in order to ensure continuity in meeting children's needs.

Children benefit from receiving a balanced diet that includes a cooked lunch each day. Although children receive drinks regularly at snack times and lunch, young children do not have access to fresh drinking water at all times. Consequently, young children may become dehydrated at times during the day. Children in the pre-school room are able to pour themselves drinks from a water jug and they enjoy opportunities at snack times to develop their self-care and independence skills, for example, they butter their own toast. Meal times are social occasions when children sit together to enjoy their food and one another's company. Children have their individual needs well met because food allergies and preferences are recorded and staff ensure that these are adhered to.

Children have fun and enjoy accessing the outside play area on a daily basis. When children are unable to go outside they benefit from physical activity through music and movement activities and indoor obstacle courses, for example, crawling through tunnels and rocking on see-saws. Babies and young children have ample space in which to move about and they enjoy rolling, crawling and walking around their rooms with the support of staff. Young children are beginning to access things for themselves and are developing their independence as they feed themselves and begin to dress themselves after naps. Outside, children move with increasing control and co-ordination as they navigate routes around the playground on bikes and climb on equipment in the garden. Outside climbing frames provide children with opportunities to ride in swings, go down slides and climb through short tunnels. Children have a growing awareness of themselves and others and are able to move safely within the classroom as they follow taped instructions for action songs. Each morning children benefit from 'brain gym' exercises which help children to stretch out and breath deeply as they prepare their bodies for the day ahead. Children are developing increasing dexterity as they play with construction materials such as Lego and access art and craft materials on a daily basis.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy being cared for in a friendly and welcoming environment. Children's comfort is well managed by staff who carefully monitor the temperature in rooms. They turn the heat on during cold mornings and open windows and remove outer clothing when children become warm. Children benefit from ample space in which to move around freely, spread out with activities or to rest and sleep. Staff ensure that each child sleeps on their own individual sheet

and that these are regularly washed. Within the nursery there is a wide range of appropriate toys, resources and equipment, and staff use these to plan and provide stimulating and interesting activities for children. Children have fun accessing the outside area, which is well set out to provide defined areas for different age groups to play in safely, along with appropriate opportunities to join in with different groups of children.

Children's safety is well promoted through comprehensive health and safety documentation, policies and procedures. For example, risk assessments for the premises are reviewed annually and risk assessments are completed before taking children on outings. Regular practices of the emergency evacuation procedure ensures that children, as well as staff, develop a good understanding of what to do in an emergency. Children are beginning to learn about keeping themselves safe as staff carefully explain safety rules, such as walking down the stairs in single file and holding on to the banister. Children are safeguarded from harm and neglect by caring, vigilant staff. They ensure that they clearly document any concerns they may have and follow up-to-date child protection procedures provided by the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settle in a caring and warm environment. Babies and young children are developing positive relationships with staff, and they enjoy times when they can snuggle in with staff for cuddles, to read books or just to relax and be quiet. Young children benefit from time when they are free to choose from the selection of resources that are made available, as this provides them with opportunities to build on their natural curiosity. However, the variety of activities that children can independently access is limited. For example, children are reliant on staff to empty toy boxes onto the floor so that they can have full access to the contents, and play kitchen areas are not always equipped with play resources. Although staff complete assessment tick sheets for young children, these are not used appropriately. This is because they refer to the early learning goals for older children, aged three to five years, and they are not used to inform future planning. Consequently, outcomes for babies and young children are not always maximised.

Babies and young children continue to make satisfactory progress because staff plan a variety of adult-led activities for children that cover all areas of development and learning. These planned activities enable children to experience the wide variety of toys and resources that are available within the nursery. Through planned activities children explore various materials using their senses appropriately, such as gloop, sand and water. Planned art and craft activities provide children with experiences with colouring pencils, painting and gluing. Staff are beginning to develop more varied materials for children to use. For example, coloured bottles containing assorted natural materials through which children can explore weight, sound and colour. Staff get to know children well and strive to support each child's individual needs and preferences, for example, through helping children to develop appropriate language to help them with their toilet training.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage curriculum and the early learning goals. They use this to plan a wide variety of structured, adult-led activities that cover all areas of learning, and these are evaluated to inform future activities. However, planning does not effectively maximise learning outcomes for individual children. This is because staff do not use observations and assessments of children

to plan and provide for children's next steps in learning. Staff get to know children well and they use an appropriate range of methods to help children to consolidate and extend their learning. For example, they use open-ended questions with children, encourage them to try and involve all children in activities. The use of time and resources is quite structured and while this ensures that children experience a broad range of activities and experiences, it limits opportunities for children to make decisions about what they want to do. For example, after group activities in the morning children are split into two groups to play in each half of the room where there is an adult-led activity, a staff planned resource and a child chosen resource set out. Although children are free to choose from any of the other activities and resources in the room this is not always clear to children, particularly those who are new to the pre-school routine. Consequently, opportunities are limited for children to become active learners who make decisions as they develop and sustain their own play and learning ideas.

Children are confident and enthusiastically engage others in conversations about what they are doing, their family, likes and dislikes. Children are interested and motivated to learn. They are quick to volunteer and they listen carefully as staff explain new activities. Children have a developing awareness of their own and others' needs, views and feelings. They ask staff if they are mad or sad and talk about being happy, scary and cross. Children are developing close relationships with staff and other children, and play harmoniously together throughout the day. Staff provide support when needed and encourage children to take turns and to share fairly. Children are able to sit quietly when appropriate and do so at various times during the day, as they sit in groups to listen to stories, to participate in group activities, for relaxation and television time at the end of the day. Children listen and respond with enjoyment to stories and rhymes. They confidently repeat rhymes prompted by the pictures and words in a familiar nursery rhyme book. They enthusiastically get books out to read after lunch and ask for books to be read to them. Children are beginning to make up their own stories. For example, when Lola the lion comes to visit, each child takes a turn to hold Lola as they add to the story they are telling about her, prompted by the questions that staff ask. Although bitten by some of the other jungle animals and meeting a pink and white monster called Lilly, Lola eventually enjoys a trip to the seaside where she has a ride on a dolphin. Children are imaginative and use speech appropriately to help organise and explore real and imagined experiences, ideas and feelings. Children are beginning to understand that print carries meaning and are able to find their printed names when they sit for morning and afternoon snacks. Children are beginning to write recognisable letters and they enjoy developing their hand control as they paint and use colouring pencils and paper.

Staff use a variety of attractive resources to introduce children to counting and numerals from one to nine and beyond. Children count spontaneously in their play and are beginning to develop an understanding of the concepts of addition and subtraction through songs and rhymes for example, as they sing, 'Five current buns'. Children are beginning to use mathematical ideas and methods to solve practical problems, for example, as they weigh out ingredients for their cooking activities. Children use mathematical language appropriately throughout the daily routine, for example, children talk about having a bigger knife, massive space and a big fat frog. Children enjoy opportunities to investigate different materials using their senses appropriately and explore paint and sand on a daily basis. They are able to find out about and identify some features of living things as they observe their pet fish and hamster. Children are encouraged to be observant about the seasonal changes as they go out on walks and collect natural resources to use in their art and craft activities. They also complete a daily date and weather chart. Children know about the uses of everyday technology. They use the pre-school computer and watch educational programmes on the television each afternoon.

Various planned art and craft activities introduce children to colour, texture, shape and form. Children enjoy daily opportunities to paint and colourful displays celebrate their painting, drawing and collage abilities. Children have great fun singing songs and are able to sing quietly when close to rooms where young children are sleeping. They take turns and confidently sing songs in front of their friends. They recall simple songs from memory such as 'Jingle bells', 'Twinkle twinkle little star', 'Bob the builder', 'Spider Man' and 'Baa baa black sheep'. Children are able to match movements to music and enjoy large action songs, such as 'Head, shoulders, knees and toes'. Children are imaginative and are able to express their ideas, thoughts and feelings through play, movement and story telling. Children are enthusiastic and are developing positive attitudes and dispositions towards their learning.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy being treated with equal concern and have their individual care needs suitably met. This is because parents provide important information about their child's daily care routine, health and dietary requirements and preferences, which staff ensure are met. Children with learning difficulties and/or disabilities receive appropriate support, because the nursery's policies and procedures ensure that necessary action can be taken to support children with identified needs. For example, advice is sought from the area special educational needs coordinator and parents are consulted about their child's ongoing needs.

Children spiritual, moral, social and cultural development is fostered. Children are beginning to learn about the wider world and diversity. They enjoy regular walks into their local community and meeting visitors, such as, the local community police officer and representatives from the guide dogs for the blind association. Through planned activities children explore a range of different cultures. For example, children are currently learning about the Hindu God Ganesa. Children behave well and are positively supported by staff who offer them lots of praise and encouragement. Children benefit from consistency because staff agree appropriate behaviour management strategies with parents when dealing with challenging behaviour.

Children are happy and well settled because they see staff building positive relationships with parents and carers. Parents receive clear information about the nursery's ethos, activities and routines through the nursery leaflet and their introductory visit. Relevant policies and procedures are displayed for parents so that they know what to expect. Although there is no formal key worker system in place, parents quickly become familiar with the staff who are mainly responsible for the care of their child. Staff talk to parents on a daily basis keeping them informed about their child's care routine and the activities they have been involved in. When there are important messages about children, staff ensure that these are included on daily communication sheets so that they are effectively shared between parents and the staff who work with the child. Bi-annual newsletters keep parents informed about upcoming events and staff changes.

Partnership with parents and carers is satisfactory. Parents are encouraged to become involved in their child's learning through helping them to find toys to bring in for the weekly theme, colour and letter. In addition to daily chats with staff, notice boards inform parents about the activities children have been participating in each day. Pre-school room information gives parents an overview of how children will be supported to learn, and parents are reminded that they can make appointments with staff if they wish to discuss their child's progress. Parents sometimes ask staff for specific activities they can do with their children at home in order to support their learning, and staff are happy to talk through activities that link with those that children are doing in the nursery.

The organisation is satisfactory.

Children's care, learning and play is promoted through the satisfactory organisation of the nursery. Children are protected by appropriate recruitment and vetting procedures. These ensure that children are cared for by suitable staff who have the required knowledge and experience for the post they hold. Staff participate in ongoing training and there is a strong commitment towards ensuring that all staff receive regular training in first aid, food handling and health and safety. There are well thought out induction procedures in place and these ensure that staff develop a clear understanding of the nursery's policies and procedures. Generally, satisfactory documentation is in place to support children's care. However, the registration system does not show staff hours of attendance because times when they leave the premises are not consistently recorded. As a result, children's care may potentially be compromised. Although the complaints procedure and behaviour management policy have not been updated to reflect current practice, policies and procedures generally work well in practice.

The leadership and management is satisfactory. Pre-school children are appropriately supported to make progress because staff work towards clear aims for the delivery of nursery education. Parents and staff are encouraged to make suggestions for future improvements and the provider is responsive to these. Parents are able to do this through the suggestion box and staff through regular meetings that they have as a team. Staff receive information about relevant training courses and participate in some professional development training, for example, communication in the Foundation Stage. Staff are passionate about what they do and are committed to improving the care and education of children. They respond to feedback positively and receive support from the local area mentor teacher.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to review the registration system in order to clearly record how staff to child ratios are met at all times. Some improvements have been made to the system and therefore registers clearly show children's hours of attendance. However, staff do not use registers to record times when they leave the premises during the day, and therefore the system does not demonstrate how staff to child ratios are met at all times. Consequently, children's care and well-being may potentially be compromised.

The provider was also asked to review the planning of sessions for younger children to ensure they are given more opportunities to self-select from a wide variety of activities. In order to improve the provision of nursery education the provider was also asked to continue the development of mark making play props within imaginative play, and to improve the use of visual images and opportunities within everyday activities for children t

Since the last inspection there have been no complaints made to Ofsted that required the  
~~provider or Ofsted to~~

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