

# Happy Kidz Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	509957
<b>Inspection date</b>	07 September 2007
<b>Inspector</b>	Jackie Phillips
<b>Setting Address</b>	1 James Reckitt Avenue, Hull, HU8 7TH
<b>Telephone number</b>	01482 788848
<b>E-mail</b>	
<b>Registered person</b>	Happy Kidz Nurseries 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 good. 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 Kidz Nursery and Out of School Club registered in 1996. It operates from a three-storey building, situated in the James Reckitt Avenue area, in the east part of Hull. It is a private setting, one of two owned by the proprietor. Children are cared for in rooms according to age. There are bathroom and hand washing facilities, a staff room, office and kitchen. The out of school club operates from the third floor. The nursery opens from 07.00 to 18.00, Monday to Friday all year round, except bank holidays.

The setting is registered for 73 children under eight years. Currently, there are 103 children on roll, of whom nine children that attend are over the age of eight years. There are 22 children in receipt of funded nursery education. Outdoors, there is an enclosed area for children's physical play. The nursery supports children with learning difficulties.

There are 17 staff employed at the setting, including the nursery cook and cleaner. The majority hold childcare qualifications. The setting is a member of the National Private Day Nursery Association, Pre-school Learning Alliance and 4Children. It also holds an Investors in People award. Happy Kidz achieved level 2 of 'Quality Counts' in 2005.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

All children have use of the enclosed outdoor play area. They regularly use a suitable range of toys and equipment outside, for example, a selection of mobile toys, balls and an outdoor sand or water tray. They particularly enjoy using the static climbing equipment where they can practise and refine physical skills, such as climbing and balancing. Younger children enjoy waving at the train that passes by and make up stories about visiting the seaside or other places of interest. There is a varied range of resources inside that children use competently to help them develop skills that require finer manipulation. For example, paintbrushes, glue sticks and toys that require pieces to be joined together, such as puzzles and small construction materials.

Children have good access to toilets and nappy changing facilities. Children aged from three years use the bathroom independently. They are familiar with hand washing routines, particularly before eating meals. However, the babies are currently not involved in effective hand washing procedures before they eat. This means that children are not introduced to consistent personal hygiene practices from an early age and some are at potential risk from cross infection. Babies and young children are able to sleep according to individual need. For example, they use large floor cushions and beanbags to curl up on and rest or sleep as they wish.

There is a well balanced menu for children that includes a varied selection of hot and cold food. Meals are freshly produced on the premises by the nursery cook. The menu is shared well with parents and rotated over a four week period. This means that children are able to taste a wide variety of meals, regardless of their attendance patterns. Healthy options are provided for children with good emphasis placed on the provision of fresh fruit, such as oranges, grapes, pear and strawberries for snack. All children have frequent access to drinks to keep them refreshed and hydrated.

On regular occasions throughout the daily routine, children are able to join together for play, meals or snacks. This practice enables them to socialise and meet up with siblings and friends. Mealtimes are particularly social occasions and adults encourage children to initiate or join in conversations and discussions. However, the management of mealtimes is not always consistent with usual practice and beneficial for babies and children. For example, space is not always used well to make sure that adults do not tower over children but have somewhere comfortable to sit, particularly to feed babies and make eye contact. Children are overheard to say that 'food is good for you' and 'fruit makes you big and strong'. This indicates they are beginning to understand the benefits of a varied diet as part of a healthy lifestyle.

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

The provision is good.

Children are cared for in a safe and secure setting. Adults check the details of unfamiliar visitors which helps to protect children. The environment is welcoming and attractive. Soft furnishings are colourful and the display of children's paintings and photographs make their surroundings interesting and help them to feel valued and respected. Children are cared for in areas according to age, although there are many opportunities for them to move around which builds their confidence, particularly when they transfer into their next base room.

A varied range of toys and resources, that are clean and in good condition, are used by children. For example, babies use an interesting wooden tunnel that they can crawl through and examine themselves closely in the mirrored interior. Children's awareness of information technology is heightened as they see and have use of computers, televisions, cassette recorders and computers. Comfort cooling systems are provided to regulate the internal temperature. Most low drawers and storage units are well labelled which helps children to find resources they need and assists them at tidy time.

A secure system is established to record attendance and monitor numbers of children as they move around the setting. Documents, such as accident recording logs and medication forms are in place to support children's safety and well-being. Through their imaginative play children are beginning to understand the importance of personal safety. For example, they talk about the wearing of seat belts on the plane as they fly to holiday destinations 'to keep you in your seat and safe'. Older children wear high visibility bands as they walk to and from local schools.

Adults are aware of their responsibility to protect children from harm. The team are aware of an imminent planned training event to bring them up to date with current child protection procedures. There is written guidance in place for referral and the setting's child protection policy is shared with parents and contains relevant and required information. Sometimes children use the rear car park for additional outdoor play opportunities which is made secure to ensure their safety.

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

The provision is good.

All children participate in a varied and interesting range of activities. For example, they paint using a variety of techniques, such as printing using their hands or bodies. Babies and toddler age children particularly benefit from sensory activities including playdough, sand and water play. This is because it helps to develop their sensory awareness. Adults hold the hands of babies who are developing walking skills and encourage them as they crawl or hold onto equipment to pull themselves up. Sometimes, adults paint the faces of children after seeking consent from parents. This inspires them to think about which animals or action heroes they would like to be.

The older children who attend the out of school club are very relaxed at the setting. They enter confidently after school and remove shoes ready to wind down after a busy day. They help get ready for their tea by selecting beakers, cutlery and plates. They discuss the planned activities that occur during holiday periods, such as a trip to the local park or cinema. A free choice approach is adopted for after school activities, as adults recognise the need for older children to 'chill out'.

Adults who care for children under the age of three years successfully use an approach in line with the 'Birth to three matters' framework for young children. The interests and development stages of children are recognised by adults. This information is used to inform planning, and make effective links with the four aspects of the framework, in particular, a 'skilful communicator' and a 'competent learner'. They experience art and craft activities, listen to music, play imaginatively and construct using a range of resources. Stories are read to children, although some adults have better story telling skills than others. Books are not always well stored, organised and presented to inspire children and promote their use.

Nursery education.

Children display a positive attitude to learning. They are able to make choices and decisions during the day which aids independence and confidence building. They are at ease when visitors are present and are keen to introduce themselves. Children are not afraid to express themselves or to make their preferences clear. They are interested and motivated, use their imaginations particularly well and actively engage in the activities provided, not afraid to join in and become involved.

Children are developing well in all areas of learning. They engage in interesting conversations and are able to demonstrate self-help skills, such as serving themselves food and drink. They listen to instruction and recall events that occur away from the setting, such as family holidays. Children write spontaneously and show an interest in the written word, for example, reciting a shopping list for an adult to scribe. An awareness of counting is developing, although there are too few opportunities for children to solve simple problems through the everyday routine. They are familiar with information technology as they confidently use a camera, computer or operate a calculator and till during role play.

The quality of teaching and learning is satisfactory. A thematic approach is used to plan relevant learning activities for children, which is done in advance and in collaboration with team members. The Foundation Stage guidance is used to ensure that all areas of learning are covered. Planning shows the intended learning outcomes although, the knowledge and understanding that adults have of children is not always successfully used to plan for the next steps in their individual learning. Assessment records involve regular observations of children and examples of work and written accounts that are shared with parents.

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

The provision is good.

Warm and caring relationships between adults and children are evident. On arrival children are welcomed and those who get upset are quickly comforted and settled. Birthdays are acknowledged and celebrated. Places are available for children to store personal items, such as named coat pegs. They are able to learn about other cultures through resources, such as dolls, puzzles and dressing-up clothes. They are involved in the celebration of different festivals. Children with additional needs are well supported. For instance, access to the assistance of professionals from other agencies or introducing children to sign language and an awareness of interacting with others with communication difficulties.

Children behave well at the setting. This is because warm and caring relationships are fostered and the range of interesting play events ensure children are kept well occupied and actively engaged. Adults provide children with good support to help them understand between right or wrong. For example, positively intervening when potential conflict occurs between older children. Parents and adults work together to manage children's behaviour. For instance, through discussion or using stickers as a reward to acknowledge children's achievements.

The partnership with parents and carers is good. They are provided with a range of information about the setting. This includes a high quality information prospectus which includes a DVD. A daily diary system operates for the youngest children to inform their parents of the day's events. Photographs displayed around the setting, notices, newsletters and details of planning help parents understand about activities children will be involved with. This is well supported by verbal information from team members and invitations to open events to share details of children's progression.

Children play independently or within small or large groups. They co-operate and negotiate, especially during imaginative play. There are many opportunities for children to socialise and learn about the local and wider community. Visitors are invited to the setting which helps children learn from the knowledge, interests and experiences of others. They show concern, such as when noticing that not all children join the group for snack time. They participate in fundraising and charity events which helps them work together for a common aim for the benefit of others. The setting operates a fully inclusive environment where everyone is treated with equal respect. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Leadership and management is satisfactory. The well established staff team are very friendly, welcoming and approachable. They are provided with regular opportunities to meet as a team to plan and prepare for children's care and development. Through training and appraisals, they are able to develop professionally and discuss effective working practices. Adults support each other very well. Efficient deployment around the setting ensures an effective operation for children. The majority of staff are qualified and some are continuing with professional studies. There is not yet a robust system currently established to monitor and evaluate the curriculum to identify strengths and areas for improvement.

All required documentation is in place. The provision's range of policies and procedures are clearly written, well presented and organised to a good standard. Adults have a high regard for the well-being of all children and plan purposeful activities that they will find interesting and stimulating. For instance, staff have attended Foundation Stage and 'Birth to three matters' training. The majority hold valid first aid qualifications. Organisation, leadership and management contribute well to positive outcomes for children. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the previous care inspection three recommendations were raised with regard to the development of some systems to improve the health and safety of children. Parents' written permission is now obtained for children to be transported in a vehicle. The setting's written complaints procedure clearly reflects the required information which is shared well with parents. The system to administer medication to children is robust and involves parents giving prior written consent and acknowledging details before leaving the provision. The setting has addressed these issues well, meaning improved outcomes for children.

Following the previous inspection for nursery education key issues were identified. These involved staff attending Foundation Stage training, improved planning systems, better use of resources and providing parents with more information regarding the purpose and intended outcomes of the nursery curriculum. Staff have attended Foundation Stage training and have improved some aspects of planning to meet children's learning needs. Additional resources have been purchased to support learning and parents are provided with information about children's progression and the early years curriculum in various ways. The key issues have been satisfactorily addressed.

## Complaints since the last inspection

Since the last inspection, Ofsted have received three complaints relating to the National Standards. In December 2004 a concern was raised against National Standard 1, Suitable person. A visit was made by a childcare inspector to investigate the concern. Actions were agreed between the childcare inspector and the provider to improve standards. The provider remained qualified for registration.

In May 2007 Ofsted received concerns relating to National Standard 6, Safety. The concerns were originally shared with another agency. An Ofsted childcare inspector visited the provision and an action was raised. The provider remained qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are 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):

- improve hand washing routines for children under the age of two, particularly before eating
- improve the system for the effective management of children's mealtimes, particularly when babies and older children join together.

#### 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 the knowledge and understanding that adults have of children's individual progress to plan for the next steps and maximise learning potential
- improve the opportunities for children to solve simple mathematical problems as part of the everyday routine
- develop the system to monitor and evaluate the curriculum to identify strengths and areas for improvement.

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)