

Happy Days Pre-School

Inspection report for early years provision

Unique Reference Number	139172
Inspection date	26 February 2008
Inspector	Kim Mundy
Setting Address	United Reformed Church, Swakeleys Road, Ickenham, Middlesex, UB10 8BE
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Registered person	Ickenham Pre School Ltd
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Happy Days Pre-school was registered in 2002. It is a privately owned pre-school and it operates from the main hall of Ickenham United Reformed Church in the London borough of Hillingdon. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 12.00, term time only. All children share access to an enclosed outdoor play area.

There are currently 40 children aged from two to under five years on roll. Of these, 13 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs six permanent members of staff. Of these, three hold appropriate early years qualifications and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing an understanding of good personal hygiene through well organised routines. They know they need to wash their hands because they have germs on them. As two children discuss germs, they say 'they are so tiny, you can't see them but they are there'. Effective health and hygiene procedures are in place which minimises the risk of cross infection, such as staff wearing disposable gloves for nappy changing and children not attending nursery if they are unwell. A suitable level of staff hold first aid certificates; they are well informed about children's health issues and all relevant accident and medication records are in place.

Children have many opportunities to develop their fine motor skills as they pick up, release, arrange and post small objects. They enjoy threading pasta and using hole punches. Children are developing their physical skills as they steer wheeled toys, balance, climb, slide, run and jump. They enjoy music and movement and join in enthusiastically with action songs and rhymes, such as Simon Says.

Healthy eating is promoted; parents are required to provide fresh fruit for their child's snack. Children are able to make decisions about when they are hungry and thirsty as they have free access to the snack area throughout the session. The pre-school provides milk, juice and water, and children's individual dietary requirements are known and adhered to by staff. Children enjoy cooking activities; they make fruit salad, soup, cakes and gingerbread biscuits. When exploring the story of Goldilocks and the three bears, they enjoyed tasting porridge.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and parents/carers are made to feel welcome as they are greeted on arrival. The play hall is warm and clean, and space allows children to move around freely and comfortably. Children have access to a good range of developmentally appropriate toys and resources which are checked by staff to ensure that they are clean and safe.

Overall, children's safety is being promoted. Staff carry out a daily visual and written risk assessment for all areas of the premises; they follow good security measures relating to children's arrival and departure. Children practise fire drills so they know what to do in the event of a fire, although these are not organised to ensure the majority of children have the opportunity to participate. Staff identify the need to ensure that children cannot access the pathway at the back of the church hall for their own safety. Permanent action has not been taken to prevent this. Staff are well deployed, supervising and interacting with the children at all times. Comprehensive health and safety policies and procedures are in place, for example, lost and missing child policy.

Children's welfare is protected by staff's awareness of possible signs and symptoms that may cause concerns, and the action they need to take. Children are further protected as visitors are required to sign in and out of the premises.

Helping children achieve well and enjoy what they do

The provision is good.

All children have access to the same learning opportunities; they are very busy and involved in a wide range of activities, enjoying their time at the pre-school. Staff place a strong emphasis on children separating happily from their parents so that they feel safe and secure. As a result, their emotional well-being is positively promoted. Staff plan play opportunities for younger children linked to the Birth to three matters framework. They provide support where needed to help children to achieve and feel good about themselves. Children are becoming competent learners as they involve themselves in a range of activities, which are suitable for their age and stage of development. Young children have fun as they explore using their senses, for example, as they handle play dough, corn flour, water and sand. All children thoroughly enjoy story time which captures their interest as staff use props and puppets. This also helps children with learning difficulties and English as an additional language to feel involved.

Nursery Education.

The quality of teaching and learning is good. Staff create a warm and secure learning environment in which children flourish. Staff have secure knowledge and understanding of the Foundation Stage curriculum and implement this effectively. They observe, monitor and record the children's progress, although the system for identifying what children know when they start at the pre-school is not yet fully refined. Teaching methods, such as open-ended questioning, and mutually respectful relationships help children to achieve.

Children are practising their early writing skills and they write for a variety of purposes, for example, as they use clip boards and write shopping lists. They have good opportunities to recognise their names on their coat peg and art work. Children are developing independence as they help themselves to resources and put on their aprons. They enjoy listening to classical music as they help to tidy away the toys. Children use language well to express themselves and to link up with others, for example, in the home corner. They are developing their early problem solving skills through practical activities and everyday situations; estimating, comparing, predicting, and calculating.

Children are learning about the natural world and living things as they plant bulbs and seeds. They use programmable toys, telephones, magnifying glasses and cash tills with increasing confidence. Children are able to develop their creativity and imagination when chalking, cutting, sticking and painting. They enjoy role-play experiences, for example, in the home corner, hospital and shop. Children are learning about their local community through visits from the vet, fire brigade and musicians. Children experience many positive learning opportunities which enable them to make good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. They are learning about the world they live in, other people's cultures and beliefs as they participate in festival celebrations and activities. Children have access to a range of resources and visual images that increase their awareness of diversity, such as puzzles, dolls and dressing up clothes. Children also take part in festival celebrations, such as Diwali and Christmas. They enjoy tranquil moments as they listen to music and rhymes. Staff are quick to respond to situations as they arise and

they help children to negotiate and solve problems for themselves, for example sharing and taking turns. Their behaviour is good; they are polite and well mannered.

Staff ensure that children with learning difficulties and/or disabilities access all aspects of pre-school life, for instance, the routine and curriculum. The manager is the named special educational needs coordinator for the setting. Through liaising with parents and other professionals, children's individual needs are met effectively. Staff attend courses to extend their knowledge and skills, for example, Epi-pen training. Children who speak English as an additional language are well supported by sensitive, kind staff who ensure they are familiar with words the children use at home for their care needs.

Children benefit greatly by the strong relationships between staff and their parents. Parents are well-informed about the nursery's routine and activities through newsletters. Partnership with parents and carers in relation to children in receipt of funding for nursery education is good. Each child has a developmental record which is regularly updated by staff and this is given to parents when their child leaves the pre-school. However, systems for involving parents in their child's learning are not fully developed. Parents are very complementary about the service they receive.

Organisation

The organisation is good.

This setting is well led and managed. The manager has a clear vision for the pre-school and strengths and weaknesses are identified and acted upon. Rigorous recruitment procedures are in place to ensure all staff working with children are suitable to do so. The very kind, caring and motivated staff are suitably deployed in different areas of the play room and therefore, children are safe, secure and happily engaged in activities. Staff work well as a team and consequently the session runs smoothly for the children. The key worker system enables staff to know the children really well and to liaise with parents while coordinating their care and education. Staff have access to training through the local authority to increase and update their childcare knowledge.

The leadership and management for nursery education are good. The manager has a good knowledge and understanding of the Foundation Stage curriculum and is able to help staff to implement this effectively. Suitable systems are in place for monitoring the quality of teaching as the manager observes staff practice and works alongside them.

The required documentation is in place. Some of the policies and procedures are currently being reviewed and updated in line with current legislation. Children are settled and happy as they have fun learning through play.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to; ensure that the person in charge completes the NVQ 3 by the end of December 2004; ensure that the register includes children's and staff's time of arrival and departure; and appoint a deputy supervisor. The manager holds an appropriate early years qualification and a deputy manager has been appointed to manage the pre-school in the manager's absence. The register identifies changes in children's and staff's hours of

attendance that differ from the pre-school's operational hours. As a result, children's safety and care are promoted.

Complaints since the last inspection

Since the last inspection 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that fire drills are carried out more regularly and make the pathway behind the playgroup securely inaccessible
- continue to review and update policies and procedures.

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 system for identifying children's developmental starting points at the playgroup
- continue to develop partnership with parents by offering ideas to extend the children's learning at home.

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