

Happy Child Day Nursery - Kenton

Inspection report for early years provision

Unique Reference Number	EY218131
Inspection date	26 March 2008
Inspector	Bharti Vakil
Setting Address	St. Mary's Church, Kenton Road, Harrow, Middlesex, HA3 8DB
Telephone number	020 8909 2477
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Registered person	Happy Child Limited
Type of inspection	Integrated
Type of care	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.

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 good.

WHAT SORT OF SETTING IS IT?

Happy Child Day Nursery is one of a chain of nurseries. It was registered in 2001 and operates from three rooms within St. Mary's Church Hall in Kenton in the London borough of Harrow. All children share access to a secure enclosed outdoor play area.

The nursery is open each week day from 08.00 to 18.00 all year round, except for bank holidays. A maximum of 55 children under five years may attend the nursery at any one time. There are currently 48 children on roll. Of these, 18 children receive funding for nursery education. The nursery currently supports a number of children who speak English as an additional language.

Children come from the local and wider community.

The nursery employs 13 staff, of whom seven, including the acting manager, hold appropriate early years qualifications. There are four staff members who are working towards a qualification.

The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about healthy hygiene practice through the routine because overall, procedures to promote this are in place. The premises are maintained to a good standard of cleanliness. Staff wash tables before and after eating and encourage children to wash hands after toileting. However, not all children are encouraged to wash hands before eating and dishes are not available when children are offered fresh fruit at snack time.

Information relating to accident and medication is recorded appropriately and written consent is obtained for emergency medical treatment. The majority of staff hold a first aid qualification, which ensures that children are well cared for. Children are protected from the spread of infection as they do not attend when they are ill.

Children benefit from the healthy and nutritious meals and snacks throughout the day, which takes account of their individual dietary needs. The kitchen is kept clean and appropriate food hygiene procedures are in place, for example, cooked food is probed to ensure it is cooked and served at the correct temperature. Children enjoy mealtimes which are a sociable occasion where they have the opportunity to chat with their friends and enjoy their lunch for example, lentil and vegetable curry, rice and salad. Children are developing their independence as they are learning to serve themselves at the lunch table and help themselves to fresh drinking water throughout the day.

Children enjoy regular fresh air and exercise. The enclosed outdoor soft play area provides ample room for children to confidently run around and develop an awareness of the space around them. They have good opportunities to balance, jump, climb and ride trikes. This helps children to develop control of their bodies and use their large muscle skills. Children's are developing good hand and eye coordination as they have access to many worthwhile activities. They confidently use crayons, the computer mouse, paintbrushes, and cut with scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Overall, steps have been taken to ensure the areas used by children are free from obvious safety hazards. For example, staff follow good security measures relating to children's arrival and departure. However, not all risks have been minimised for children's safety. The heater guards in the play areas are hot to touch and accessible to children. The hot water for children's hand washing is too hot to touch, staff supervise children closely and use the mixture tap to ensure children's safety. Children experience regular fire drills and fire equipment is inspected yearly.

Children benefit from the bright, attractively presented surroundings. The organisation of space allows children to move around freely and comfortably. The rooms are organised for the varying ages of the children in attendance, with separate room for the children under two. However, there is a difference in room temperatures in different areas, whilst the room temperature is comfortable in the large play room it is low in the play and nappy changing areas for children under two years. This compromises young children's comfort and welfare.

There is adequate furniture and equipment to meet needs of babies currently attending. The older children have access to a good range of resources and equipment that helps to meet their developmental needs and allows children to eat, sleep and play in comfort.

Children are safeguarded because staff have suitable knowledge and understanding regarding child protection issues and the possible signs of abuse and neglect. They know the procedures they must follow should they have a concern about a child, and the necessary documentation is in place to support their practice.

Helping children achieve well and enjoy what they do

The provision is good.

All children are making good progress in their development. Children are keen to explore and investigate their surroundings and babies and younger children are developing confidence. They laugh and squeal with delight as they see their reflection in mirrors, squash and squeeze tactile toys, make different sounds with interesting shakers, play 'peek-a-boo' and begin to vocalise. They are able to sit supported in comfortable positions and gain confidence in mobility.

The Birth to three matters framework, which supports children in their earliest years, is incorporated into planning of the routine activities. However, planning and evaluating children's progress has not been refined. Children are happy, relaxed and enthusiastically take part in a wide range of activities and confidently move around in their environment engaging readily with both adults and other children. They have lots of fun as they participate in action rhymes and play musical instruments. Children are developing their creativity as they paint and stick. They are exploring different textures as they splash water, pat the sand, paint with fingers and as they squeeze play dough. Children have good opportunities to develop problem solving skills as they sort objects, post shapes, build with bricks and fit puzzles. They enjoy drawing with chalks, crayons and begin to take an interest in books which are easily accessible to them. This encourages them to develop their early writing and reading skills.

Nursery Education

The quality of teaching and learning is good. Staff understand the six areas of learning and how to deliver the curriculum in ways that children enjoy. They provide suitable support and challenges to help children achieve. Children are making good progress in all areas of development. Staff observe and record children's progress to help them identify the next steps for their individual learning. Although, the newly introduced evaluating procedures have not been refined.

Children's personal, social and emotional development is good. They are independent and move between the two playrooms selecting from a range of activities offered. Children show good levels of concentration as they participate enthusiastically in activities. They persist for extended periods, as activities are well planned and resourced. For example, searching mini-beasts hidden in soil tray and exploring with magnifying glass. Also, they use books well to locate information as they compare their mini-beasts with those in the book. Through these activities, the children are developing their understanding of the world around them as well as their vocabulary. They are increasing their knowledge and understanding of technology as they use cash tills, water wheels, calculators and the computer.

Children confidently express their needs and ideas and relate well to each other. They make good use of the comfortable book corner. Children listen attentively to stories in groups and understand that print and pictures carry meaning. They are able to write spontaneously and for a variety of purposes, for example, shopping lists and menus in role play area. Children have opportunities to see letters and words used in displays and recognise their own names. However,

there are inconsistencies in the way staff are teaching children to recognise and say their names and other words in the environment.

Children explore colour, space and shape as they stick with a variety of materials, paint and draw. They enjoy exploring different textures such as play dough, straw, sand, and corn flour and water. They have fun as they sing a range of songs from memory. Children are developing their social skills as they interact with each other in the role-play area. The staff make good use of the resources such as cash tills and money to extend children's learning in the market stall.

Mathematics and mathematical language and concepts are used in the daily routine as well as focused activities to enable children to make good progress. Children confidently estimate what will float and sink in the water play and that the wheel moves faster when they pour large amounts of sand on it. Children explore simple addition and subtraction through practical activities, number rhymes and count back wards in preparation for 'space ship take off'.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. They are developing confidence and self-esteem as they explore independently in this welcoming environment. Children have opportunities to find out about their own culture and the beliefs of other people as they celebrate different festivals. They have access to a range of toys and resources such as, dressing up, dolls and books to promote a positive view of the wider world and increase their understanding of diversity. The setting has a sufficient understanding of the needs of children with learning difficulties and/or disabilities. There is a Special Educational Needs Co-ordinator present and written policies are in place.

Overall, children are learning to manage their own behaviour as generally, staff use age-appropriate and positive strategies to manage any difficulties that may arise. Older children are learning to be kind towards others and understand about taking turns and sharing. Younger children are beginning to learn the boundaries of acceptable behaviour in ways that they can understand. Children are valued for their efforts and receive praise and encouragement in their daily activities. This helps develop their confidence and self-esteem.

Parents and carers bring and collect their children from the entrance halls where they meet the staff who opens the door. Parents can request to see their child's key-worker who is responsible for coordinating their care and development. Parents receive regular information about the setting via newsletters and the notice board. All parents are provided with written reports about their child's development and progress twice a year at pre-arranged meetings.

The partnership with parents whose children receive nursery education is good. Parents are given written information about the Foundation Stage of learning and activity plans are displayed. Staff are available to discuss children's progress. Parents are welcome to see their child's profile of development at any time; and written reports are given to parents at planned evening meetings.

Organisation

The organisation is satisfactory.

Comprehensive policies and procedures are in place however, do not always work well in practice for the efficient management of the setting. Overall, steps have been taken to keep children safe, however not all risks have been minimised. The setting has in place the required legal documents relating to the National Standards. The documents are stored appropriately to ensure confidentiality. The setting has breached it's condition of registration a few times since December 2007. It has cared for more children between the ages of two and three years than the agreed numbers. Although, no apparent negative impact has been noted for the care and welfare of children.

At the time of inspection the setting has a temporary manager in place and has operated without a deputy manager since July 2007. However, the day runs smoothly for the children because the setting is generally well organised and the staff are clear about their role and responsibility. Children share warm relationships with the kind and caring staff who have been vetted for their suitability to work with young children. There are clear systems in place to ensure children are not left unattended with persons who have not been vetted. This helps to safeguard children.

The leadership and management of nursery education are good. Staff are deployed well which ensures children are suitably supervised and engaged in meaningful play. The person in charge of the Foundation Stage of learning works directly with the children and provides a good role model to staff. The staff team are committed and enthusiastic in their work with the children. They ensure planning and routine activities incorporate the six areas of learning. The quality of teaching is monitored through observations, regular meetings and staff appraisals. There is a commitment from the registered provider to ensuring staff have access to further training courses.

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

Improvements since the last inspection

At the last care inspection the setting was asked to ensure: children are appropriately supervised at all times; children are provided with resources that promote positive images of diversity; and that the cook has a current food hygiene certificate. Staff are deployed well which ensures children are well supervised and safeguarded. Children's awareness of diversity is increasing through discussions and access to a range of activities and resources such as books, posters and puzzles. The cook holds a valid food hygiene certificate to ensure children's welfare.

At the previous nursery education inspection the setting was asked to: develop the organisation of group times to ensure all children's developmental needs are fully met; and provide books that are in good condition. The group times occur in smaller groups according to children's age and stage of understanding, for example at story time. Children have access to an interesting range of books that are in good order and they make good use of the comfortable book corner.

Complaints since the last inspection

Since the last inspection Ofsted received one complaint relating to National Standard 1: Suitable Person, National Standard 2: Organisation and National Standard 12: Working in partnership with parents and carers. Concerns were raised that there was no suitably qualified manager in place, that there was no named deputy and that parents were not kept informed or made aware of changes to the person in charge.

Ofsted asked the provider to conduct an investigation and report back. A response was received providing details of the investigation. Following a review of the information an action was set under National Standard 2. A response was received providing details of the steps being taken to meet the National Standards. Ofsted were satisfied with the response and took no further action. 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.

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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 there are good and consistent hygiene procedures in place at all times
- assess the risks to children in relation to the hot fireguards and very hot tap water and take actions to minimise these
- monitor room temperatures to ensure comfortable temperatures are achieved at all times

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):

- continue to develop the system for informing future planning of the next steps for children's learning (also applies to care)
- ensure staff have sound understanding of how children make progress in particular, communication, language and literacy and that it reflects the current practice.

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