

# Happy Tots Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	500096
<b>Inspection date</b>	06 February 2008
<b>Inspector</b>	Glynis Margaret Kite
<b>Setting Address</b>	270 Middleton Road, Crumpsall, Manchester, M8 4NB
<b>Telephone number</b>	0161 740 1777
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<b>Registered person</b>	Falah Al Khafaji
<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 inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Happy Tots Day Nursery opened in 1999. It is owned by an individual provider and operates from six rooms in a large detached dormer bungalow in the Crumpsall area of Greater Manchester. The nursery serves the local area and commuters using the arterial route into central Manchester. The nursery is registered for a maximum of 94 children under eight years with no more than 38 of these being under two years and of these children 9 may be under one year at any one time.

There are currently 76 children from 0 to 5 years on roll. This includes 25 funded children. The children attend a variety of full and part time sessions. Children with learning difficulties or disabilities and those who speak English as an additional language are supported by the setting.

The group opens five days a week all year round. Sessions are from 7.30 until 18.00. The nursery employs 14 staff including the manager, to work with the children. All of the staff work full time. Of these 12 are qualified to National Vocational level 2 or 3. Two staff are currently working towards a recognised early years qualification.

The setting receives support from the teacher advisory service from Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

The health and hygiene needs of children are catered for to satisfactory standards. Policies and procedures are in place to ensure all staff are working to the same standards. However, there is a lot of inconsistency throughout the nursery with regard to hygiene practice. For example, some staff promote good practice with regard to children's health and hygiene, while others are often unaware of children's needs or simply do not follow procedure, such as making sure children wash their hands before lunch. As a result children are put at risk of cross contamination. Children are treated with respect during times of intimate care, such as nappy changing. Staff pay attention to their privacy and dignity. Children are involved in the process because staff engage children in play and talk to them while maintaining eye contact. Effective hygiene procedures are in place with regard to nappy changing procedures for babies and younger children. Poor hygiene standards in some areas of the kitchen, such as the cleanliness and maintenance of the fridges, also put children's health at risk.

The nursery implements an exclusion policy for sick children to help reduce the risk of infection spreading. New carpets have been fitted to the ground floor rooms which promotes a cleaner and healthier environment for babies and young children playing at this level.

Children sit together for meals and snacks, this helps to promote social skills and build positive relationships. Children are offered a choice of drinks and enjoy fresh fruit or toast for snacks. The menus are basic and do not include a lot of variety at present, however, the manager is currently looking at these to improve them. Children help to set the tables for lunch, for example they help staff to put the plates out. Some staff miss opportunities to promote children's independence by not encouraging them to pour own drinks or serve food. Younger children are gaining physical skills and developing hand eye coordination as they are provided with spoons and forks to feed themselves with. Routines for babies are maintained with regard to bottle feeds. Staff work with parents to ensure the needs of the children are met well with regard to individual diets.

All children have opportunities to develop physical skills appropriate to their age and stage of development. For example, babies have space to crawl, shuffle and take steps within the boundaries of their rooms. Older children move around freely and with confidence. They run, walk and jump with ease and are able to change direction quickly to avoid obstacles. Children use wheeled toys well during outdoor play, they steer the toys in the direction they want to go and use the peddles to propel them around. Some children are showing increasing control and independence with regard to putting on and taking off clothing. Most children engage in activities which require hand eye coordination, such as mark making, glue spreading and creating and construction. Children use one handed tools well and with increasing control.

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

The provision is satisfactory.

Children are cared for in an environment which is brightly decorated and maintained to satisfactory standards. Children can move around freely and in comfort as the temperature is maintained to suitable levels. Children benefit from playing in areas which provide natural light and fresh air. Children's work is displayed, which helps to promote a child friendly environment.

Children's play and learning is promoted through having access to a suitable range of furniture toys and equipment. Staff help to keep younger children safe by ensuring they are strapped safely into chairs at meal times and by providing travel cots for sleeping in. Children have easy access to the toys and play equipment in all rooms. Appropriate storage units allow children to add to, or extend their play as they choose additional equipment. The range of resources includes toys, books, posters and photographs which promote diversity in the wider community.

Systems and procedures are in place to promote children's safety, including written risk assessments. However, the procedures do not include daily checks for areas, such as outdoor play. As a result children are put at risk of accidental injury. Access to the setting is monitored effectively through an intercom system. Annual checks for appliances, such as electrical and fire fighting equipment are carried out by external contractors. Additional safety equipment, such as gates and socket covers are used to help minimise the risk to children's safety.

Written policies and procedures are in place regarding child protection. There is a nominated person with responsibility for ensuring all concerns are dealt with appropriately based on the Local Safeguarding Children Board procedures.

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

The provision is satisfactory.

Most children are happy and settled within the nursery environment. Appropriate support is offered to new children while they are still settling in. Play plans are in place based on the 'Birth to three matters' framework, although not all of the staff working with the younger children understand how to link observations to planning in order to meet the individual needs of children. Insufficient time is allocated to staff to enable them to plan in their groups or as a team.

All children have access to a wide range of resources, with younger children particularly enjoying natural materials. Some children are quite confident and are happy to explore the environment independently. Babies have sufficient space to crawl, shuffle and roll around to toys of interest to them, at the same time developing physical skills. Toddlers are beginning to play happily alongside each other, while some older children are beginning to form friendships with their peers. All children enjoy creative play and have lots of opportunities to do this, whether they are exploring paint, sand, dough or different types of food, such as jelly and pasta.

Staff in some of the rooms promote communication and mathematical language well, for example, as they play with children they identify shapes, colours and talk about different sizes. Children enjoy singing and join in with number rhymes.

Nursery education.

The teaching and learning is inadequate. Children in the pre-school room are currently being supported by unqualified staff, who have also not received training in relation to the Early Learning Goals. There is no clear system in place to find out what children know and can do when they first attend the setting. In addition not all staff are included in meetings for children during the transition from nursery to pre-school. As a result staff in pre-school do not know the developmental stage of new children in their room. Planned activities are based on the Foundation Stage curriculum and cover all six areas of learning; however, the planning lacks some detail, such as learning intentions for individual children. Written observations are used to record children's progress and inform planning, although there is no clear link between the

two. The observations are also used to provide written summaries of children's progress for sharing with parents. There is no system in place for evaluating the effectiveness of activities provided. Appropriate procedures are in place for identifying and monitoring children with learning difficulties or disabilities. Individual programmes are put in place and records are kept up to date by a nominated member of staff.

Children's learning is hindered because staff fail to notice or address challenging behaviour appropriately. Some staff struggle to gain and hold the interest of children and appear to lack interest and enthusiasm themselves. Staff do not actually listen to children and therefore are unable to deal with their concerns, for example, when children complain about the disruptive or unkind behaviour of others, staff simply dismiss them. On occasions staff are too focused on a small group of children to notice what else is happening around them.

Most children separate from their carers with confidence and show increasing confidence in selecting and carrying out activities. Some children seek out friends to play with and will talk freely about home as well as the setting. Some children who are able to engage in purposeful activities persist for long periods of time and have a sense of pride in their achievements. For example, some children enjoy the construction materials and make several objects including towers, glasses and headphones. The setting has clear boundaries in place and most children know the rules, however, some children are unable to manage their own behaviour in appropriate ways, for example, some children push, smack and shout at other children to get their own way. This behaviour impacts on the play and learning of other children in negative ways as they leave what they are doing and move to another area of the setting to play quietly. Some children are becoming more independent as they are able to put on and take off items of clothing, such as shoes and coats.

Some children are beginning to ascribe meanings to the marks they make. Children freely select equipment in the mark making area, such as stencils, pencil sharpeners and erasers while making pictures. Children draw lines and circles using mainly gross motor movements, although some are beginning to use more refined movements to create specific shapes or marks. Children enjoy books and stories and often sit in the book area without staff to look at the books. Children handle books well and talk about the pictures as they turn the pages. Children join in with familiar parts of stories read by staff. However, some children demonstrate poor listening and concentration skills and often disrupt the story by talking all the time and shouting out. Children understand simple instructions although some have to be told several times before responding. Children are able to link letters to familiar words, such as the names of people they know and everyday objects, however, some children show very little interest in doing this as part of a small group activity. Some children are able to use talk to connect their ideas, for example, a child in the role play area gives verbal instructions to others as the play is extended.

Some children use number names and language spontaneously in their play and demonstrate that they can count independently beyond 10 with the numbers in the correct order. Children use positional language appropriately and refer to size and shape as they play. There is very little evidence of opportunities for children to use calculations in their play or as part of the daily routines. Children enjoy singing number rhymes and join in with familiar songs, such as the five cheeky monkeys.

Most children are able to recognise and match basic colours, with some knowing more. Children explore different textures in several areas of play including the book area. Children enjoy creative play and select a range of materials to complete their creations. Children enjoy construction activities with some spending most of their time going between two areas. Children

make familiar objects and enjoy the result. Some children sing spontaneously as they play, for example, in the construction area while playing with trucks and building blocks, a child repeatedly sings 'Bob the builder'. While exploring play dough a child comments about rain and tries to make an umbrella, demonstrating good imaginative play.

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

The provision is satisfactory.

The individual needs of children are met to satisfactory standards. Systems are in place for seeking and sharing information with parents, however, there is inconsistency between the different rooms to the extent in which information is gathered and shared. Gradual visits for new children help with the settling in process. All children are allocated a key worker and are cared for by consistent adults within the rooms. Creative activities and celebrations of a variety of cultural festivals help to promote the diversity within the community. Staff support children with English as an additional language by speaking familiar basic words. Some staff also speak dual languages and can support some children. Appropriate systems are in place to support children with learning difficulties or disabilities. For example, there is a named person responsible for monitoring individual learning plans and supporting staff.

Staff do not always take the opportunity to engage with children about the things that happen spontaneously and would extend their knowledge of the wider world. For example, when a child becomes interested in the wind and how it is blowing the curtains and the pictures on the wall, staff respond very slowly and because they lack interest the child's enthusiasm soon becomes deflated. Some children spend a lot of time in the construction areas and join items together to build. Children remember and talk about significant things that have happened to them, mainly linked to their home life and families.

Written policies and procedures are in place regarding behaviour management. However, not all staff are sensitive to the needs of the children and some respond inappropriately when dealing with minor disputes. For example, they do not take account of the children's ages and level of understanding when children want the same toy. The children's moral, social, cultural and spiritual development is not fostered effectively throughout the setting.

Some staff have formed very good relationships with parents and exchange information in positive ways, such as through the use of daily diaries. Notice boards and general discussions also keep parents informed of daily routines within the setting. The partnership with parents of children in receipt of nursery education funding is satisfactory. Staff display lots of information regarding the Foundation Stage curriculum and the daily play plans. Parents are also given updates through newsletters and general discussions. Parents have access to their own children's records at any time and staff will discuss the 'life books' on request.

### **Organisation**

The organisation is satisfactory.

The youngest children in the nursery are cared for by suitably qualified and experienced staff. Appropriate procedures are in place for recruiting suitable staff and all staff take part in the settings induction process.

Children receive appropriate levels of support because the adult to child ratios are maintained at all times, and space is used effectively to provide a range of suitable activities for children of all ages attending the setting.

Written policies and procedures are in place to promote care, learning and play opportunities for all children. Parents have access to the policies and procedures and are also provided with an introduction pack which informs them of how the setting operates.

The leadership and management of nursery education is inadequate. The manager has not taken action to ensure staff are deployed effectively, taking into account recent changes to the management structure of the setting. As a result children in the pre-school room are not supported by qualified staff. The manager oversees the provision and is currently supported by two senior members of staff. All staff participate in annual appraisals and team meetings take place every six weeks, enabling staff to share and discuss issues. The manager works with the advisory teacher from sure start and has put in place an action plan to address areas of concern or development, however, not a lot of work has been done to date to complete the action plan.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

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

Since the last inspection the provider has nominated the deputy manager as the person responsible for child protection issues. All rooms are now well stocked with resources which promote sensory development. There is no clear procedure in place regarding the deployment of staff at present. The actions taken improve the overall safety and enjoyment of children attending the setting.

### **Complaints since the last inspection**

Since the last inspection there have been five complaints made to Ofsted which were investigated by inspectors and actions were raised in order for the provider to continue to meet the National Standards. The complaints related to National Standards 2 Organisation, 7 Health and 11 Behaviour management. Ofsted were satisfied with the actions taken and the provider remained qualified for registration at the time the investigations were closed. A further complaint, received in January 2008 has also been investigated by Ofsted in relation to National Standards 11, Behaviour management and 14, Organisation and further actions have been raised. Ofsted is waiting for the providers response.

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 provider has recorded all of the complaints made to Ofsted by parents since the 3 October 2005 as required.

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

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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 consistent hygiene practice throughout the setting with regard to hand washing for children
- monitor and improve hygiene standards in the kitchen
- implement effective risk assessments both indoors and outdoors to ensure all areas are safe for use by children
- review and improve arrangements with regard to planning, to include all staff for consistency (also relates to nursery education)
- review and update policy regarding un-collected children, ensuring parents are informed of correct procedure to be followed by the nursery
- ensure information and records are exchanged between staff during periods of transition for individual children.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- put in place a system to clearly identify how staff are deployed to ensure effective teaching and learning
- plan appropriate activities to ensure children are interested and stimulated
- seek support with regard to managing children's behaviour to enable all children to play and learn in an environment in which every child matters
- put in place procedures to enable management to monitor staff and practice effectively.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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)