

Happy Days

Inspection report for early years provision

Unique Reference Number	EY289422
Inspection date	20 June 2008
Inspector	Cheryl Walker
Setting Address	'Karibu', 88 Ashburton Avenue, Croydon, Surrey, CR0 7JF
Telephone number	020 8656 9397
E-mail	
Registered person	Roger Green & Tanja Naldini
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 inadequate - enforcement action. The registered person does not meet 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 Days Nursery has been registered since 2004. The nursery operates from the ground floor of a semi detached house in a residential area of Croydon, and serves the local area. There are two playrooms, a kitchen and bathroom facilities. There is a fully enclosed garden available for outside play.

The nursery is registered to care for 10 children at any one time and there are currently a total of 20 children from one year to five years on roll. There are seven children in receipt of nursery education provision. The nursery opens from Monday to Friday from 08:00 until 18:00, all year round.

There are six members of full and part time staff who work with the children, including the manager and the provider. Three staff have recognised early years qualifications. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff follow suitable health and hygiene procedures to ensure children's health is protected. For example, they wear disposable gloves when changing nappies or soiled clothes and ensure changing areas are cleaned after each use. Children independently use the toilet and know that they must wash their hands with the soap provided, however, the use of a shared hand towel for hand drying does not prevent risks of cross contamination. Children know that they remove their shoes when they come inside from outdoor play, ensuring that the indoor areas are kept clean.

All staff hold a current first aid certificate. This ensures children receive appropriate care in the event of an accident. The accident record book is suitably maintained, though there are no recent entries. Staff are aware of the need for parents to give prior written permission to administer medication.

Children benefit from a balanced menu that meets their individual dietary requirements, contributes to their overall health and enables them to learn about healthy eating practices. Children are well nourished. They learn about healthy eating through the provision of healthy snacks, such as fruit, and through well balanced, freshly prepared meals. Most children sit together sociably to enjoy their meals and can help themselves to a drink should they become thirsty throughout the day.

Children have regular opportunities for outdoor play to practise their physical skills. A covered outdoor area enables children to take advantage of fresh air and exercise in most weathers. Children have space to run, climb, slide and balance and confidently take part in these activities. Some are able to throw and catch a ball and successfully throw a ball through a low level basket ball hoop.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Staff ensure the outdoor environment is safe by conducting written risk assessments of the area, ensuring that equipment is suitable for children's use. However, evidence of risk assessment in other areas of the nursery is limited and the door linking the nursery to the next door building is sometimes left open, meaning that children can wander into the adjoining building.

Safeguarding procedures are in place and although some staff have received training in this area, their knowledge is weak in terms of reporting and recording information. This leaves children potentially at risk because staff are not clear on the procedures they should follow if they have concerns about a child's welfare.

Children and staff have a clear understanding of what to do in the event of a fire because they practice evacuation of the building regularly. Visitors to the setting are not consistently asked to sign in when they enter the setting, which could result in persons being unaccounted for in the event of an evacuation.

The environment as a whole is bright and welcoming to the children. Low level shelving enables children to access the good range of resources available to them.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are broadly content and settled in the nursery. They generally manage their behaviour appropriately and show care and concern for others. They have formed close relationships with their peers and mostly cooperate during play. Staff encourage them to share and take turns when there are disputes over toys or equipment. They enjoy the company of their peers during mealtimes, though whilst seated outside, the youngest children sit in low level chairs, making it more difficult for them to interact with the children that are seated at the table.

Nursery Education

The quality of teaching and learning is inadequate. Due to the lack of up to date observations of children's development, staff are unable to use what they know about individual levels of learning to assist them in their planning for children's individual needs. Staff have an insecure understanding of the Foundation Stage and of how children develop and learn to be able to fully facilitate children's progress. The organisation of resources is limiting and does not lend for an enticing environment to enable children to initiate their own play and take responsibility for their learning.

Overall, children are happy and play together with their peers. They co-operate and work well together by taking turns and helping to tidy up. Children listen and concentrate during story times and adult led activities. Children are becoming independent, they attempt to see to their personal needs such as dressing and undressing, visiting the toilet and washing hands, though there is limited opportunity for them to become involved in everyday routines such as laying the table for meal times and serving each other, as staff tend to do this for them.

Children speak confidently to their peers and adults. They talk openly during activities about themselves and their families. They express their ideas and experiences well, using varied vocabulary, though staff do not consistently work towards extending children's language by asking questions which encourage them to think. There are few examples of children beginning to write for different purposes, other than some directed work in their work books. Children enjoy books and spend some time sharing books with adults and their friends.

Children count and recognise numbers that are important to them. There are few opportunities for them to choose number activities during free play to support and extend their thinking in this area. Children's understanding of space, shape and measure is developing though staff do not utilise everyday routines and experiences to encourage children's use of number.

Children meet together for circle time, where they say 'hello' in different languages and discuss the days of the week and the weather. Children learn about how things grow through planting activities. They explore textures and consistency through activities such as play dough and melting jelly.

Helping children make a positive contribution

The provision is satisfactory.

On a day to day basis, relationships with parents are supportive and they receive appropriate feedback with regard to how their child has been throughout the day. However, parents do not receive sufficient information about their child's individual development as they do not have access to the limited assessment records and staff have not identified clear targets to

build on. The partnership with parents of children who receive nursery education is inadequate because limited information is available about the curriculum and their child's progress towards the early learning goals.

A complaints procedure is in place amongst the setting's policies and procedures and is available to parents, but a complaints log has not been established to record the outcome of any complaints received.

Children learn about difference through planned activities, for example, various cultural festivals are acknowledged. They are encouraged to develop good manners and develop good social skills. Children's spiritual, moral, social and cultural development is fostered. Staff demonstrate positive attitudes in regards to ensuring children have equal opportunities within the setting, however there are limited resources and play materials that reflect positive images of all sections of society. Some resources, such as dolls depicting different cultural backgrounds are not made easily accessible as part of everyday play.

Children behave well because there are clear rules and age appropriate boundaries in place that help them to understand right from wrong. They are friendly and cooperative. The provider demonstrates through discussion an appropriate understanding of the need to work together with parents to support children if additional needs are identified.

Organisation

The organisation is inadequate.

The provider continues to care for more children than she is registered for, which means that children may not receive sufficient support and care. This is a clear breach of the conditions of registration and has been raised previously. The certificate of registration is not clearly displayed for parents, which means they are unable to check the provider's registration status. Recruitment procedures are insecure and do not fully support a robust system for ensuring the suitability of staff. The deployment of staff results in children sometimes being cared for solely by unqualified staff.

Most required documentation is in place and systems for registration have been established to record arrival and departure times, though visitors are not consistently asked to sign in on entry.

The leadership and management of the provision in relation to children who receive nursery education is inadequate. Too little has been done to ensure staff have appropriate support to deliver the Foundation Stage curriculum. Consistent planning and assessment systems are not being implemented and an effective monitoring system has not been established. This hinders children's learning and development. The setting are, with support from the Local Authority, starting to make the transition to the Early Years Foundation Stage, however at present the nursery does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider was asked to make improvements in the following areas: to comply with recommendations made by the Environmental Health department, to conduct regular risk assessments and to introduce a system for planning and observing children's progress, allowing choice and challenge.

The provider has made some improvements. Recordings are made of fridge and freezer temperatures to ensure food is stored at the correct temperatures. Visual risk assessment takes place throughout the nursery but there is limited information to inform staff of what to look for in all areas, or what to do if hazards are identified. This has again been raised as an area for further improvement as a lack of thorough risk assessment impacts on children's safety.

There are some written plans in place, linking activities to the birth to three matters framework. Observation of children's progress is inconsistent, which means that there is limited information available to inform the planning for each child's individual needs. This has again been raised as an issue for further development.

Complaints since the last inspection

Since the last inspection, Ofsted have received 2 complaints about the setting. The first complaint, received in February 2007, related to National Standard 4 Physical Environment and National Standard 14 Documentation. Ofsted visited the provider to discuss the concerns raised and actions were set under National Standard 1 Suitable Person, National Standard 2 Organisation, National Standard 4 Physical Environment and National Standard 14 Documentation. The provider responded to confirm that suitable measures had been taken to meet the actions set and remained qualified for registration.

The second complaint, received in November 2007, related to National Standard 1 Suitable Person, National Standard 2 Organisation, National Standard 3 Care, Learning and Play, National Standard 6 Safety, National Standard 8 Food and Drink, National Standard 11 Behaviour, National Standard 12 Working in Partnership with Parents and Carers and National Standard 13, Child Protection. Ofsted conducted an unannounced visit to investigate these concerns. As a result of the visit the provider was set 10 actions under National Standards 1, 2, 4, 5, 11, 12, 13 and 14. In addition, two notices of failure to comply with the National Standards were served under National Standards 1 and 2.

Two unsuccessful monitoring visits were attempted, as the provider refused to allow Inspectors to enter the registered premises. Ofsted sent a letter to remind the provider of Ofsted's legal right to enter the premises to inspect her registration. The provider responded to confirm that measures had been taken to meet the actions set. Ofsted met with the provider to discuss how she was meeting the National Standards and the requirements of her registration. As a result of this meeting Ofsted took no further action and 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 provider has not recorded all complaints made to Ofsted by parents.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

Ofsted is taking **enforcement action** to safeguard the welfare of 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:

- ensure that staff develop their knowledge and understanding of the foundation stage and use this to implement a system for planning activities for children, which is based on observations of individual needs
- provide opportunities for parents to receive regular information on their children's progress and become involved in their children's learning
- devise and implement an effective system to monitor and evaluate the education and care that is on offer

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