

Happy Kidz

Inspection report for early years provision

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| Unique Reference Number | EY356796 |
| Inspection date | 15 July 2008 |
| Inspector | Alison Margaret Walker |
| Setting Address | 687-689 Holderness Road, Hull, HU8 9AN |
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| Registered person | Happy Kidz Ltd |
| 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 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 Kidz private day nursery opened in 2007. It is situated in a residential property in East Hull. The setting operates from two playrooms and a sensory room on the ground floor of the premises and there is an enclosed play area. It is open five days a week from 07.00 to 18.00. The setting is registered to provide care for up to 48 children up to eight years. There are currently 80 children aged from five months to four years on roll. Children attend for a variety of sessions and are drawn from the local area.

The setting employs 10 staff who all hold a relevant childcare qualification. The nursery is in receipt of nursery education funding. There are currently 23 funded children on roll.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The children have excellent opportunities for fresh air and exercise as they access the very well designed enclosed play area on a daily basis. Children are able to free flow throughout the day from inside to outside. The staff manage this very well ensuring that adult child ratios are always maintained. There is a large canopy outside to protect children from the sun and in addition children wear sun hats and sun cream. They explain why they do this and know the sun can be harmful to their health. Older children are beginning to recognise the importance of keeping healthy and what can contribute to this, for example, after running outside they say they are thirsty and help themselves to a drink of water.

The nursery employs a cook who is an integral part of the nursery and is very popular with the children. They often chat to her about what she is cooking for their lunch. The meals and snacks are of a very high standard. They are freshly cooked on the premises and are nutritious and appetising. The children enjoy mealtimes very much, they have good appetites and thoroughly enjoy meals, such as savoury mince and fresh vegetables. Mealtimes are a very sociable occasion, children chat amongst themselves and with staff. Children are very independent from an early age, they feed themselves and older children help themselves to cutlery and pour their own drinks. All staff are fully aware of individual dietary requirements and preferences, which are discussed in full with parents, such as allergies. A record of these is displayed in the kitchen.

Very good arrangements are in place for first aid; all of the staff hold a current first aid certificate and there are fully stocked first aid kits available throughout the building. Written policies are in place regarding sickness, accidents and administration of medicines; these are fully implemented and shared with all parents. The premises and equipment are very clean throughout. Colour-coded cloths are used for cleaning specific areas. Each child has individual bedding which is changed and washed regularly. Gloves and aprons are worn by staff for nappy changing and food preparation.

Children wash their hands independently after painting and gluing, after using the toilet and before eating. An older child explains that this is because they are dirty, and if something is eaten with dirty hands you will get a tummy ache. Older children observe the effects of activities on their bodies, for example, that the glue makes their hands sticky and they need to be washed. Children are reminded by staff to put their hands over their mouths when they cough and more able children blow their noses independently. Sleep routines are very flexible catering for each individual child's needs. There are no set times for sleeping and children can sleep where they are used to, this may be in a cot or on a bean bag. All sleeping children are closely supervised by staff. Children are very comfortable with the sleeping arrangements. Older children recognise when they are tired, they tell a member of staff, ask for their lunch to be saved and settle down comfortably on a bean bag.

Children handle tools, objects, construction and malleable materials very safely and with increasing control, such as pencils, scissors and paint brushes. At breakfast time young children competently spread butter and jam on their toast and show pride in their achievements. They are able use their bodies very effectively to create intended movements, such as climbing up and down steps, running backwards and forwards and climbing through a play tunnel. They can throw and catch balls and beanbags between each other.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The environment is extremely warm and welcoming with excellent evidence of children's play and activity. Parents, children and visitors are greeted warmly on arrival. Children's work, and photographs of children at play involved in a vibrant range of activities are on display. Children benefit from a very good range of safety measures. For example, socket covers, safety gates and a very secure outdoor play area with safety surface and canopy to protect children from the sun. Children are encouraged to identify potential hazards through practising emergency evacuations regularly, for example, the children can clearly explain which fire exits they should use if there is a fire and recall recent fire drills. The children are supervised at all times, are unable to leave the premises unattended and are never left alone with persons who have not been vetted. There is a very secure system for managing access to the premises to ensure the children and staff's safety. This includes a video intercom and close circuit television; ensuring unauthorised persons are unable to gain entry. Visitors identity is always checked and a visitors book completed. There are excellent routines for outings to keep children safe which include risk assessments and all staff and children wearing high visibility vests.

There is an outstanding range of high quality toys, furniture and equipment available, which meets the needs of all children attending. Toys and resources are in excellent condition; they are regularly checked and cleaned. Staff use toys, equipment and materials effectively to ensure children are provided with a very interesting range of activities that promote children's learning in all areas, such as child-sized tables and chairs. Child protection procedures are robust. The setting has a concise child protection policy in place, which is shared with parents. This policy includes what should be done if an allegation is made against a member of staff. Child protection is covered during staff inductions and staff have attended training. As a result, the staff know the possible signs of abuse and the reporting procedure, have access to local safeguarding children documentation and are very confident in the action they would need to take if they had concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

The organisation of activities is effective. Children are involved in a rich, varied and imaginative range of activities both inside and outside, which significantly enhances their overall development. For example, very young children explore musical instruments enjoying the different sounds. Children use their imagination in the role play area where they have set up a vets with a variety of soft toys. The children assume different roles and show care and consideration for the animals they are helping. Children have recently been involved in planting fruit and vegetables outside and show a keen interest in their development. Children are very creative and enjoy making models, painting and colouring. For example, a child takes great delight in making a very colourful picture using a marble and different coloured paints. The child explains that by mixing red and blue they have made purple. However, access to sand and water play is not readily available on a daily basis.

The staff balance their time carefully to allow children to play and learn independently as well as giving time to support and encourage, for example, a child struggles with a construction activity and a member of staff asks if they would like some help. The child accepts and this results in a wonderful construction of which the child is very proud. The staff show a very keen interest in the children, in what they say and do. They consistently talk and listen to them and ask questions to make them think, such as how many they can see when looking at the

strawberries in the garden. The children are extremely happy, settled and have warm relationships with each other and the staff, for example, the children confidently approach staff to read to them.

Nursery Education

The quality of teaching and learning is good. The staff have attended training on the Foundation Stage and competently put this into practice. A wide range of activities and experiences are provided to cover all areas of children's learning. Planning is very flexible to allow for spontaneous activities, for example, children confidently choose if they want to play inside or outside. Staff support this very effectively giving children opportunities to develop their independence. Assessment records for each child show their approach to learning, their achievements and progress and the children's starting points are clearly identified.

Children separate from their main carer with confidence. They show care and concern for themselves, for example, they help themselves to drinks and tissues. They express their needs and feelings in appropriate ways. They seek out others to share experiences and form relationships with adults and peers. For example, two children pretend to have a party. They talk intently about their own birthday parties together. Another child gathers up their friends to look at the fruit and vegetables they have planted. They comment how much they have grown and use size language to describe what they see, such as the strawberry is bigger than that one and that bean is longer than that one. They ask a member of staff when they will be ready to eat.

Children enjoy books, they hold them the correct way up and turn pages. More able children begin to recognise some familiar words, such as their names on their drinks bottles. Children write for a purpose, for example, they make a list of passengers whilst pretending to be on a bus journey. Children show an interest in writing, however, staff do not always encourage this. Children's hand-eye coordination is developing well. They show a clear preference for using their left or right hand when using glue spreaders, crayons, paint brushes and knives and forks.

Children are beginning to show an interest in numbers, for instance, they make simple calculations when counting the strawberries. They say there are three red ones and one green one which makes four. They recognise and name some numbers of personal significance, for example, their age and demonstrate this using their fingers. They use size language, for example, when playing with the compare bears they talk about big, small and medium size. Information and communication technology resources are available but children's interest is not maximized, for example, the children ask for the computer to be switched on. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

The staff manage the children's behaviour positively and consistently and according to the child's level of understanding and maturity, for example, they are calm and clear regarding routines and boundaries. The setting's behaviour policy is in place and shared with parents. As a result, the children are very well behaved, they are able to take turns, share, use manners and are cooperative at tidy up time. Children help staff sweep up and they return toys to the correct shelves. The children have a positive approach to learning and they show independence in selecting and carrying out activities, for example, putting on aprons to paint and putting on sun hats to go outside. Older children can independently manage their own personal hygiene,

such as washing hands and wiping their noses. The children develop a positive attitude to others and a good understanding about the wider world and community through celebrating festivals and having access to a good range of resources which show positive images of culture, ethnicity, gender and disability.

Partnership with parents and carers is good. The parents receive clear and detailed information about the educational provision through regular discussions with staff, newsletters, photographs and notice boards. Parents have opportunities to share what they know about their child through regular discussions with staff and through an effective settling-in procedure. They are well informed about their child's achievements and progress. The parents are encouraged to be involved with their child's learning. For example, they are invited in to participate, for example, reading a story to a group of children. The planning of activities and current themes are clearly displayed and parents can easily access their children's profiles which inform them of their children's progress. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The environment is well organised in most areas; staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. However, there is no adult sized seating available for staff to feed and nurse young children. The children are grouped effectively throughout the session. Children benefit from well-deployed staff who consistently interact with them and give children effective support and encouragement, which helps them feel secure and confident. All of the required documentation is in place, it is easily accessible and stored securely, such as emergency contact details. Good adult: child ratios ensure the children receive the attention and support they require. A good system is in place to record the staff and children's daily attendance; this is accurate and up to date. There is a good induction procedure in place for staff. This covers areas, such as child protection, health and safety.

The leadership and management of the nursery education is good. The staff team show a commitment to improving care and education, they have regular opportunities for staff development, such as attending training and staff meetings. The nursery manager works actively with the children and is a very positive role model for the staff. The manager's knowledge, understanding and implementation of the Foundation Stage is extremely good. This has a very positive impact on the children's nursery education. All staff working directly with the funded children are fully involved in planning the curriculum. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- improve seating arrangements for staff to enable them to feed and nurse babies comfortably
- improve children's daily access to creative activities, for example, sand and water.

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 children's interest in information and communication technology
- develop children's writing skills.

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