

Happy Days

Inspection report for early years provision

Unique reference number	EY289422
Inspection date	15/12/2008
Inspector	Lisa-Marie Jones

Setting address	'Karibu', 88 Ashburton Avenue, Croydon, Surrey, CR0 7JF
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Telephone number	020 8656 9397
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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 is an open planned playroom, a kitchen and bathroom facilities. There is a fully enclosed garden available for outside play. Access for the nursery is through the main front door and also anyone access the next door childminding facility or home of the registered provider also use the main entrance to the nursery as there is an adjoining door to the two premises.

The nursery provides full day care for 35 children within the early years age range and is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. Currently there are 20 children on roll within the early years age range 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.

Overall effectiveness of the early years provision

Staff's knowledge of children's individual needs does not ensure that they are effective in consistently promoting children's welfare and learning. Children are safe and secure at all times and enjoy their time in the setting. The partnership with parents does not contribute to ensuring that the individual needs of the children are met. Due to the lack of children's assessments and profiles children do not make acceptable progress, given their age, ability and starting points. Self-evaluation is not effective in ensuring that any priorities for future development are promptly identified and acted on, resulting in a service that is not responsive to the needs of all of its users.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that those responsible for the preparation and handling of food have suitable food are competent to do so (promoting good health) 28/01/2009
- devise and implement an effective key working system to ensure that all children's needs are fully supported (organisation) 28/01/2009

- complete a detailed risk assessments of trips and outings that take place (safeguarding and welfare) 28/01/2009
- ensure that Ofsted are notified of significant events (suitable people) 07/01/2009
- develop staffs knowledge and understanding of the EYFS, and provide planned experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (organisation) 28/01/2009
- devise and implement an effective systems to ensure that the individual needs of all children are met(organisation) 28/01/2009
- ensure that childcare takes place in setting registered to provide day care service only (organisation) 07/01/2009
- ensure that all supervisors, including those in charge of babies and managers are suitable to carry out their duties (qualifications, training, knowledge and skills) 07/01/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The leadership and management of the early years provision

Management does not recognise the importance of continuous assessment and monitoring to ensure that standards are maintained and that all welfare and learning requirements are met. It is not see as a priority for the nursery, therefore little improvement has been made since the last inspection and not all actions have been promptly addressed. The manager plays an integral role in the daily management of the nursery and works alongside staff.

On a day to day basis the setting runs relatively smoothly and staff and resources are deployed well. However, on occasions the children are using the premises next door, which is not registered to provide day care for children. There are no systems in place to ensure staff are supported in their roles and planning meetings are infrequent. There are no regular supervision and staff appraisals to highlight staff's strengths and weakness. Training is offered to support, and on occasion taken up through the local authority. Ofsted has not been notified that a new manager is in post.

The written policies and procedures are a fully working document of the nursery and are inline with current legislation. The self evaluations do not play a crucial part in ensuring that they are striving for improvement all the time. Any action taken since the previous inspection is insignificant , despite working in collaboration with the Local Authority.

Parents are given information about the service that is provided and they have

opportunities to share their concerns with staff. Settling in procedures are done on an individual basis to meet the needs of the children and families using the setting.

The quality and standards of the early years provision

Happy Days nursery does not enable all children to make progress in their learning and development, including those with learning and/or physical difficulties. Links and relationships between other agencies and parents does not ensure that children can get the support that is needed to help them make progress.

Older children are keen to learn and explore the learning environment around them and on the whole are happy. They are sociable and make friends easily and communicate well with adults and children. Behaviour is generally good throughout the nursery. Children learn to take turns and be kind and considerate to each other through general play. They enjoy mark making activities and are very keen to take part in activities to promote linking sound and letters, although these are not always delivered at a level suitable for all children within the group.

Children are generally supported by adults in their learning and development as staff are deployed to ensure they can sit with children during activities and assist where necessary, but they are not skilled in supporting children's learning through meaningful discussion or questioning. Staff do not have a good understanding of the Early Years Foundation Stage learning and development requirements in relation to the early learning goals. The planning system does not clearly identify learning intentions and support children's individual learning both inside and outdoors. Children's individual profiles are not recorded clearly enough to show the progression they have made and what steps are being taken to move them on in their learning and development.

Parents and carers have opportunities to share their children's progress through daily informal chats and records kept of their children's day. They have access to their children's development records, however have not participated in contributing to their child's progress. Notice boards also provide parents with information about any changes in the setting regarding staff deployment or policy changes.

The organisation of the rooms enables children to be independent and safe. Children have access to a range of resources, that are set up by staff. Children have the advantage of being able to free flow into the garden, therefore their health is being promoted as they have access to fresh air and exercise. There is a limited amount of children's work displayed.

There is no key working system in place to ensure that all children's needs are met, especially those of babies. This means that babies miss their bottles, feeding and sleep times as staff are not aware of children's individual needs. The welfare of children in general is not promoted well. Staff are not skilled in promoting and supporting children's needs and do not show a good understanding of the welfare requirements and guidance. For example nappies are changed, on the floor within the main play area, therefore there are no systems in place to promote children's privacy and other children's exposure to their soiled nappies. Meal times are not a

social occasion and do not allow children to promote their independence by using a suitable range of cutlery and dining wear. Children are left for long periods of time with unfinished meals in front of them and babies are left strapped in highchairs after finishing their meals again for long periods of time.

Arrangements for safeguarding children are not robust because recruitment procedures do not ensure that all staff are suitable to do their jobs, for example the manager is newly qualified with little experience of working in childcare and has no experience of managing any childcare settings. Therefore she has insufficient strategies to make improvements to the setting and effectively support the staff in their roles. The cook does not have suitable food hygiene training and there is no one skilled or experienced in caring specifically for babies. Therefore, babies do not have their needs planned for and spend lots of the day being held by staff rather than being able to develop their skills in crawling or sitting unaided or being able to explore toys and equipment independently.

All written policies and procedures are comprehensive, however staff do not follow them to ensure carry out their duties as required. For example during mealtimes, nappy changing and caring for children. Risk assessments are in place and regular ensuring children's safety when they are in the setting. However are no risk assessments in place for the daily trips that take place within the local community.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.