

Happy Days Nursery

Inspection report for early years provision

Unique reference number

EY355881

Inspection date

13/10/2008

Inspector

Jennifer Turner

Setting address

680 Tyburn Road, Erdington, Birmingham, B24 9RP

Telephone number

07894986452

Email

happydaysnursery2002@yahoo.co.uk

Type of setting

Childcare on non-domestic premises

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 opened in 2008; it operates from a converted office building. It is situated in an industrial area of Erdington, Birmingham. A maximum of 33 children may attend the nursery at any one time.

There are currently 33 children attending who are within the Early Years Foundation Stage (EYFS). Of these, two children receive funding for early years provision. The setting also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary Childcare Register.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00. Children are able to attend for a variety of sessions.

The setting employs eight members of child care staff. Of these, all hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The nursery generally provides satisfactorily for children in the Early Years Foundation Stage to ensure the needs of all children are met. However, some aspects of children's learning and development are inhibited because of poor staff deployment and their insecure knowledge to challenge older children in supporting their learning in all areas of the Early Years Foundation Stage. Inclusive practice is promoted as staff ensure that children with learning difficulties and/or disabilities are included and they are aware of children's cultural, religious and linguistic backgrounds. Leadership and management of the nursery are beginning to develop some coherence in practice; documentation, monitoring and evaluation of the provision, although in its infancy. The systems in place to gather information about children's individual starting points and next steps, are being developed to formalise planning and assessments. Partnership with parents is good as the setting consults them about their children's individual needs. They are encouraged to take an active part in their child's learning through fun days held at the setting, outings and homework.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- promote children's good health by minimising risk of cross infection with particular regards to effective hand washing/drying and in the environment of young babies
- continue to develop and evaluate the planning to inform assessments and

- the next steps for individual children
- review and update policies and procedures to ensure that they are effective in safeguarding children; with reference to the lost child policy; storage of medication; hygiene; risk assessments and complaints
- improve staff knowledge of the Early Years Foundation Stage (EYFS) with particular reference to extending the opportunities to challenge older children
- ensure staff deployment is effective.

The leadership and management of the early years provision

Effective recruitment and vetting procedures ensure staff are suitable to work with children, whilst regular appraisals monitor their continuing suitability and identify training needs, to promote quality and to attempt to alleviate some of the inconsistencies in their practices. Although, insufficient thought is given to staff deployment when covering absences, hygiene practices and risk assessments. Continuous professional development is valued and all staff have regular opportunities to attend further training to enhance their qualifications and knowledge in key areas including child protection, first aid and Early Years Foundation Stage. The setting works collaboratively with other early years practitioners as they share practice issues and ideas to enhance the quality of children's learning and experiences.

The management team has a clear direction of the actions needed to improve the outcomes for children, with particular focus on developing the outdoor environment and in revising a number of the policies in line with new regulations. Inclusive practice is promoted well as all children are welcomed and are given the opportunity to take part in activities. Children learn about the wider community through parental participation and some meaningful practical experiences during their play. They enjoy the Eid party, playing the Indian drums and tasting different foods.

Parents are valued as the first educators of their children and staff are beginning to develop the partnership as they invite parents into the nursery to talk about their jobs and join in fun activities with their children. Parents receive useful information about the nursery, its policies and procedures, and their children's progress and development through the use of daily diaries and observational records. Regular newsletters and a comments box ensures parents views are gathered and parents report that they are happy with the care their children receive.

The quality and standards of the early years provision

Children are provided with satisfactory opportunities to help them make progress across most areas of learning and development. Adults make appropriate attempts to support children's learning through consistently recording observations as children engage in activities and they are beginning to use this information to inform plans to include children's starting points and their next steps. However, staff lack sufficient confidence in the delivery of the Early Years Foundation Stage that they fail

to challenge children effectively. The learning environment is generally good and well resourced as children are able to move around selecting what to play with both inside and outdoors, which helps to enhance their progress. Children behave well because they have a positive relationship with staff and know what is expected of them.

Staff interaction has a positive impact on children's learning and development as they get down to children's level and join in their play. Children become engrossed in their play with the remote control car as they use the buttons to steer. They have access to a computer and other programmable toys. Children count to 10 and are beginning to learn numbers above 10. Younger children have great fun as they play in the sand pretending to make cakes or explore the different cultural artefacts incorporated into their treasure basket. They enjoy singing along to the 'tidy-up' song and listening to the different types of classical music played throughout the day. They have opportunities to explore a range of sounds from musical instruments, such as Asian drums to unusual objects such as metal plate racks and pots and pans.

Staff introduces preposition language when talking to children to develop their communication skills. Children are good listeners and communicators. They confidently talk to familiar and unfamiliar adults about what they are doing. They have many opportunities to talk and express themselves, particularly during circle time when they talk about things that interest them and about their home life. They enjoy playing games such as 'Kim's game' as they memorise items on a covered tray. Children listen attentively to stories. They enjoy books as they imitate staff reading stories. Children have many opportunities to be creative and to use their imagination. They draw and paint and enjoy playing in the role play post office, where they pretend to write letters and post them in the box.

Children learn about their environment through activities, such as growing cress and caring for the nursery pet hamster and gold fish. They show interest in topics about people who help us and excitement as they talk about the visit from the police. They learn about their own and other cultures through planned activities such as dressing-up in ethnic costumes at the Eid party as well as displays showing a wide range of different religious festivals. Children join in physical activities and they know that fruits are healthy.

Parents are encouraged to become involved in their child's learning through the development of homework packs and parents' fun days. They value the positive relationship they and their children have with staff, as well as the support they receive from professionals. Staff carry out checks on the premises daily, however, risk assessments and hygiene practices are not sufficiently consistent to safeguard children. The management are aware that some documentation relating to complaints and lost child, lack relevant details and these are being developed.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

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 requirements of the Early Years Register.

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.