

# Happy Days Pre-School

Inspection report for early years provision

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**Unique reference number** EY295904  
**Inspection date** 11/02/2009  
**Inspector** Jennifer Devine

**Setting address** St. Cuthberts Church, 214 Carlton Avenue West, Wembley,  
Middlesex, HA0 3QY

**Telephone number**

**Email**

**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).

## Description of the setting

Happy Days Pre School is owned by a private provider. It opened in 2004 and operates from a church hall at St Cuthbert's church in Wembley in the London borough of Brent. Children have access to an enclosed outdoor play area. It is open each week day from 08:30 to 13:30, term time only. The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 24 children aged from two to under five years on roll. The nursery supports a number of children who have English as an additional language. The nursery provides funded early education for three and four year olds. There are eight members of staff, some of the staff work part time. Three of the staff hold appropriate early years qualifications. The other five staff are currently working towards an early years qualification.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. This is due to the staff team having a poor understanding of the Early Years Foundation Stage welfare and learning requirements. The provision does not have an effective system in place for monitoring and evaluating their practices to identify areas for improvements. Although staff undertake observational assessments they do not use this information to successfully plan the curriculum to meet each child's individual needs. As a result, at times not all children are fully included in the nursery activities. The nursery has a satisfactory partnership with parents and ensures they are kept informed of their child's day.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## 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:

- improve the methods for observational assessment in order to plan to meet each child's individual needs (Organisation) 26/02/2009
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 26/02/2009
- improve risk assessments of the premises and outdoors to ensure there are no hazards to children (Suitable premises, environment and equipment) 26/02/2009
- ensure parents written permission is obtained for emergency medical treatment (Safeguarding and promoting children's welfare) 26/02/2009
- ensure each child is assigned a key person 26/02/2009

(Organisation)

To improve the early years provision the registered person should:

- develop ways of involving parents in sharing their child's learning journeys

## **The leadership and management of the early years provision**

Children's welfare is not adequately protected as risk assessments of the premises and outdoor area do not identify and eliminate hazards. The garden area is untidy and unsafe, with hazards such as an old tree stump embedded in the grass. Staff do not supervise children adequately whilst indoors as they are able to gain access to the outdoor corridor from the large hall which leads onto the emergency exit doors.

Most of the required documentation is in place, however, parental consent for emergency medical treatment has not been sought. Parents sign their children in and out everyday and this ensures an accurate record of attendance is maintained. The staff team do not have an effective method of self evaluation in place. They discuss their practices at staff meetings but fail to identify a number of significant issues. The manager recognises some areas for improvements but these are based more on structural changes such as identifying that the toilets require refurbishing. Staff complete annual appraisals and identify further training needs.

Robust recruitment procedures are in place to ensure all adults working with the children are suitable. Staff have a satisfactory knowledge of the safeguarding policy and understand the procedures to follow if they were concerned for a child. Parents and carers are welcomed into the nursery. Staff are available to discuss children's progress with parents. More formal meetings can be arranged if they require this. Parents are given a written summary of their child's progress when they leave for full time school. Children are encouraged to take home a story book for parents to share with them. However, parents are not involved in sharing their child's individual portfolios at nursery. Parents' comments indicate they are happy with the service provided.

## **The quality and standards of the early years provision**

The staff team lack a secure understanding of the Early Years Foundation Stage and this means they lack confidence in delivering the curriculum fully to the children. Children are overall happy, settled and enjoy playing with a range of activities. However, staff are not fully aware of how to support children's learning through good interaction and extending children's play experiences. The larger play room is set out daily with physical play equipment and children really enjoy playing in this area often spending long periods of time running around or riding the tricycles at full speed. During this time there is little interaction with staff and their play lacks structure.

Staff undertake observations on the children but do not use this information effectively enough to plan for individual children's needs. Evaluation of activities is inconsistent and does not clearly identify children's next steps for learning. The staff team are skilled at providing good support to children who have English

as an additional language. A number of staff speak other languages and assist these children to develop their confidence in beginning to interact and communicate. However, inclusion for all children is erratic. New children are not allocated a key carer immediately and this prevents them from building up a trusting secure relationship with an adult. At times the staff fail to notice children wandering and who are not really engaged in any activity.

Children have daily opportunities to go outdoors in the fresh air and they enjoy running around and playing with the outdoor equipment. However, some areas of the garden are unsuitable and this compromises children's safety.

Children have opportunities to develop their creativity and thoroughly enjoy the well resourced creative area. They sit for extended periods of time, cutting carefully with scissors, using glue spreaders and sticking their chosen materials on their pictures. Staff support children in this area well, sitting with them, talking and extending their ideas. Children enjoy constructing using various types of equipment. They enjoy fitting together the train tracks and play together as a group with the trains and also enjoy the large constructional bricks where they use their imagination to make cars. Children develop their mathematical knowledge as they enjoy sequencing with the coloured beads and rods but lose interest when left to play alone and then tend to run around with the rods chasing each other or playing sword fights, which again compromises their safety. Children take part in various celebrations over the year which helps them to begin to understand about diversity and the local community.

The nursery promotes a healthy eating lifestyle. Children have a selection of fruits to choose from for their snack and help themselves to water or milk to drink. Some children stay for lunch and have a packed lunch provided from their home.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
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](http://www.ofsted.gov.uk)

## **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 the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.