

# Happy Hours Days Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	253801
<b>Inspection date</b>	10/12/2008
<b>Inspector</b>	Edgar Hastings
<b>Setting address</b>	Straits School, Milton Crescent, Lower Gornal, Dudley, West Midlands, DY3 3DR
<b>Telephone number</b>	01902 881021
<b>Email</b>	julie101@hotmail.com
<b>Type of setting</b>	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 Hours Day Nursery opened in 1989 and is situated in self-contained accommodation within the grounds of a school in the Lower Gornal area of Dudley. There are three rooms in which children are based, depending on their age, called, babies, toddlers and pre-school. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 92 children aged from birth to under 5 years on roll. Of these 39 children receive funding for nursery education. Children come from a wide catchment area. The setting is on the Early Years Register and both parts of the Childcare Register. Although there is no purpose-built disabled access, the premises can be accessed by wheelchairs through negotiating two low steps.

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

The nursery employs 23 staff. All but six of the staff, including the managers, hold appropriate early years qualifications. Three members of staff are working towards a higher qualification, and four are working towards an Early Years Foundation degree. There are very good links with the school on the same site.

## **Overall effectiveness of the early years provision**

The setting provides a secure and welcoming environment where the staff have a good understanding of each child's individual needs, and foster their welfare and learning needs effectively in an enjoyable learning environment. Parents are supportive of their children's learning and there are good lines of communication to keep them informed of their progress. This is an inclusive setting where the needs of all groups of children are valued and catered for effectively. Close links with the school is a strength, and there is a good partnership with the Early Years department that contributes to a smooth transition when children transfer into full-time education. The nursery has good capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop the process of self evaluation systematically in order to identify clear targets for further improvement
- put the immediate area around crumbling brickwork and step in the outdoor play area out of action until rectifying work has been carried out.

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

The nursery is well managed and ensures the children make good progress through the planning of interesting and enjoyable activities. The setting offers a warm, caring and secure environment where children's safety is paramount. Appropriate procedures are in place to safeguard children and all new personnel are vetted thoroughly before appointment. There are rigorous security systems in place on the premises to restrict entry to only those known by the setting. Regular risk assessments are carried out both inside and outside the building, and the hazardous crumbling wall and step in the outdoor play area was identified as a risk to children at play. The owners of the building have been notified, and appropriate action is to be taken to ensure the safety of children when using the play area.

The majority of the staff have appropriate qualifications and attend courses to update their knowledge and skills. Several staff are engaged in seeking higher qualifications. Staff receive first aid training and there is an ongoing programme of regular updates. Deployment of staff operates to individual strengths so that the best possible provision is given to meet children's learning needs. All records, policies and procedures are in place to ensure children's welfare and the safe and efficient management of the setting.

The setting has developed an outstanding partnership with parents and information is shared regularly through some good systems that are in place on children's development and progress. The manager has improved the setting's procedures by ensuring that the recommendations made at the last inspection have been put in place, and has acquired many more outdoor toys to improve children's access to physical exercise and activity. Although the setting does look at making improvements to its provision, currently, it does not evaluate its strengths and weaknesses in a systematic way in order to set targets for improvement.

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

Good quality staff ensure that all children make good progress through the wide range of interesting and enjoyable activities provided for them. Based on information gathered about each child following discussion with parents, the activities are carefully planned to meet their individual needs and interests. Children enjoy the activities which allow them to learn through play, and enable them to develop strong relationships with staff and children. As a consequence, children relate well to each other and staff ensure that all children are included and are able to achieve. New arrivals who initially speak very little English are made to feel welcome, and quickly start to make progress because of the good provision made to meet their particular needs. They very soon become part of the group and are befriended by other children.

There are effective systems in place to monitor children's progress through regular recording of observations made on each child, so that the next steps in their learning can be planned. The recording systems have recently been updated in line with the new EYFS framework, and are serving the needs of the children well.

Photographic evidence is also used to good effect in tracking development, and records engagement in activities. Children benefit from the many different activities provided for them in their development of learning and skills. Fine motor skills, for example, are greatly helped through the use of play dough modelling, cutting and sticking, the use of crayons, chalks and painting. Many activities involve children in making things associated with Christmas, such as Christmas trees, snowmen and a variety of decorations, and these aid their development well. They join in singing and clap out rhythms. Children play together well and have good interaction with staff that supports their learning well. They are encouraged to develop independence and to make choices of activities for themselves. The setting is very well resourced with good quality floor and table-top games and toys, which provide stimulation of interest for children. The secure outdoor area is well stocked with games, tricycles and other wheeled toys to encourage children to be active.

Good attention is paid to children's welfare, and effective hygiene practices are in place. Children know when it is important to wash their hands. The setting provides a healthy diet at lunch times and fresh fruit at snack times, with fruit juice and water always readily available. Children develop social skills whilst sitting together at the table, and learn how to use cutlery for feeding themselves. Behaviour of children is good, and they learn to share and take turns, and have consideration for others. This was evidenced in watching small groups of children in twos usually co-operating well, for example, whilst playing with a toy garage and cars. The enjoyment of participation in the many opportunities to engage and learn, in a warm and caring atmosphere, is clearly evident as they are happy to be in this setting.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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**

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.