

Happitots Day Nursery

Inspection report for early years provision

Unique reference number	EY321437
Inspection date	28/05/2009
Inspector	Nighat Ghani
Setting address	152 Broad Road, SALE, Cheshire, M33 2FY
Telephone number	0161 962 6428
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 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

Happitots Day Nursery registered in 1990 and re-registered in 2006. It operates from a large house in Sale, south Manchester. The children are cared for in seven rooms over two floors. Children have access to an enclosed outdoor play area. It is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 49 children may attend the nursery at any one time. There are currently 77 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with English as an additional language.

There are 20 members of staff, 15 of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The setting receives support from a teacher from Sure Start. The nursery is a member of the National Day Nursery Association and has achieved the Quality Counts mark.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. An inclusive service is provided where all children and parents are welcomed. Children enjoy their time in the nursery, and staff are working towards ensuring that the provision they deliver reflects the individual children's needs. Management is committed and strives to create continual improvement in providing high quality care and education. Areas for further improvement centre around resources, self-evaluation and involving parents and other providers in individual children's learning and development.

What steps need to be taken to improve provision further?

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

- continue to develop quality improvement processes in the setting to extend effective practice and help improve outcomes for every child
- extend children's knowledge and understanding of the world by ensuring they have free access to resources that reflect diversity and everyday technology
- work in partnership with parents and other providers by involving them in children's continuous learning and development.

The leadership and management of the early years provision

Children are safeguarded because the manager and her staff are well trained in safeguarding procedures and their individual responsibilities. Robust recruitment, selection and induction procedures are followed to ensure the suitability of staff to work with children. Thorough risk assessments have been conducted of the premises and outings, and effective safety precautions put in place to minimise identified hazards. Comprehensive policies and procedures are in place to underpin

the good care of children. Children's individual records remain confidential as they are stored in the office and easily accessible in case of emergency. Children are actively learning how they can protect and keep themselves safe.

All the staff work closely to ensure the smooth running of the routine and delivery of the educational programme for the children. They are deployed effectively and are aware of their roles and responsibilities. Regular appraisals ensure future training is highlighted and the nursery is committed to the professional development of the staff. The staff team recognises the importance of continuous improvement and has started to take steps to critically analyse their practice; however, these systems are at an early stage.

Parents are provided with a wide variety of good quality information about the nursery, their policies and procedures, activities, routines, a list of forthcoming events and a regular newsletter to update them on recent developments within the nursery. Parents' comments such as, 'very organised', 'friendly', 'approachable' and 'professional', clearly demonstrate that they have high regards for the staff team. In particular, they appreciate the range of activities and the fact that their children are valued as individuals. Daily verbal feedback and written information keep the parents informed about their child's day at the nursery. Parents are also invited to discuss their children's annual report covering the progress made in all the six areas of learning. However, the nursery has not yet developed an effective system to involve parents and other providers in children's individual learning and development.

The quality and standards of the early years provision

The staff team has good knowledge and understanding of the Early Years Foundation Stage requirements and are implementing this into practice to help children make good progress in learning and development. An effective key worker system is in place to ensure children are cared for by a consistent member of staff. Older children's starting points are identified in an 'All about me' document and a detailed 'Baby routine questionnaire' for the younger children. Staff use this information as the basis of children's learning. Regular observations are completed which include both spontaneous and planned observations. Children's next steps are identified and taken into consideration when planning, which ensures children are making steady progress in all the six areas of learning.

Staff have formed close relationships with the children, which are reflected in children being confident and in their interaction with all the adults present. Staff are patient, they listen to the children, respect their views and create warm caring relationships, which gives children a sense of belonging and security. Staff offer a good balance of adult-led and child-initiated activities which result in children being creative and thinking critically. Children's sensory play develops, from exploring the properties of play dough, rolling and cutting shapes, into children creating their fairytale characters, such as 'Goldilocks and the three bears'. They play harmoniously together in a role play area dressing up as princes and princesses and feeding their baby dolls. Children develop good communication skills as they become absorbed by the books they independently select and clearly enjoy the

interactive story times. They consistently hear and repeat mathematical and positional language to help them decide whether to put their plates, 'on top, next to or underneath'. They successfully identify colours and shapes and describe the difference between big and small, and long and short, throughout their play. They are encouraged to gain self-help skills, and many are beginning to dress themselves ready for outdoor play. Children's curiosity and knowledge of everyday technology is extended through electronic toys. However, their exploratory impulse is not sufficiently challenged as children are unable to freely access and operate these toys on a daily basis to understand why things happen and how things work.

Children learn about cultural belief and tradition through the celebration of festivals from around the world. However, there are limited toys and resources that reflect diversity so children do not get consistent opportunities to remember and revisit their experiences to consolidate their understanding of the wider world. Very young children have access to a wide range of toys which are colourful, tactile and make different sounds, helping them to explore using their senses. They take pleasure in babbling and making sounds. Staff listen intently and respond in gentle tones to help reinforce early speech patterns. Staff enhance children's mobility by providing them with secure push-along toys. As they push the walkers with staff support, children become excited as their scope to explore widens.

Children's health and safety are exceptionally well promoted. Children are provided with healthy and nutritious meals which are freshly prepared on the premises. They enjoy the social opportunity created at mealtimes, which are used effectively to promote their understanding of healthy eating. They are supported by staff to engage in conversations about the 'crunchy carrots and green peas', and why they are good for health. Children's well-being is fostered through clear procedures in place for the safe administration of medication and reporting of accidents. Children show excellent understanding of how to keep themselves safe and look after things. For example, when talking to each other one of the children said, 'We do not bring out a lot of toys because we might slip on them' and, 'We don't tear books because they are special'. Children are provided with excellent opportunities to develop their physical skills in the newly developed outdoor play area; they eagerly ride on their tricycles, play with hoops and balls, and use other equipment such as the seesaw and slides.

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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

