

Happy Days

Inspection report for early years provision

Unique reference number

EY289422

Inspection date

29/04/2009

Inspector

Beryl Witheridge / Mary Van De Peer

Setting address

'Karibu', 88 Ashburton Avenue, Croydon, Surrey, CR0 7JF

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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).

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 opened in 2004 and operates from one room in a semi-detached house. It is situated in the town of Croydon, Surrey. A maximum of 10 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 48 weeks of the year and closed all Bank Holidays. All children share access to a secure enclosed outdoor play area. The nursery shares access with the childminding service next door, they share the same front door.

There are currently 16 children aged from 10 months to under 4 years on roll. Children receive funding for nursery education. This provision is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. Children come from a local catchment area. The nursery currently supports children with learning difficulties and disabilities, and can support children who speak English as an additional language.

The nursery employs five staff. Of these, three staff including the manager and the owner hold appropriate early years qualifications. The nursery receives support from the Local Authority.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is inadequate. The staff's lack of knowledge of child development and understanding of the Early Years Foundation Stage (EYFS) means that children's progress is limited. The provider does support some aspects of inclusive practice with the children; staff are aware of particular needs of children with learning difficulties or disabilities but do not have close links with other agencies involved in their care. The provider does not demonstrate an ability to self evaluate and promote continuous improvement as previous actions have not been addressed. The provider demonstrates an inadequate knowledge and understanding of the importance of having the required documentation available within her setting. Some policies and procedures were not available at the time of inspection and have not been for some time, this increases the risks to the children cared for.

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:

- keep a record of complaints and any subsequent action taken (documentation) 01/06/2009
- ensure that all records relating to childcare activities 01/06/2009

- are readily accessible and available for inspection at all times (documentation)
- ensure that the registration certificate is displayed at all times when children are being cared for (documentation) 01/06/2009
 - ensure all the required written policies are available for staff and parents at all times (documentation) 01/06/2009
 - ensure all staff who are in contact with the children have a relevant enhanced Criminal Records Bureau check appropriate to working with children (suitable person) 01/06/2009
 - devise and implement an effective key working system to ensure that all children's needs are fully supported (organisation) 01/06/2009
 - ensure that Ofsted are notified of significant events (suitable people) 01/06/2009
 - 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) 01/06/2009
 - devise and implement an effective systems to ensure that the individual needs of all children are met(organisation) 01/06/2009
 - ensure that a suitably qualified manager is in place at all times (qualifications training knowledge and skills) 01/06/2009
 - ensure that those looking after babies and managers are suitable qualified and experienced to care for children in this age group (qualifications, training, knowledge and skills) 01/06/2009

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

The provider has made limited progress since the last inspection. Only one of the eight actions set at the last inspection has been addressed. This has an overall effect on the running of the nursery and the opportunities for children to learn and develop, it also compromises their safety. There are several breaches of requirement. The written policies and procedures are in place and are available for parents to read, however they are not complete. There are missing documents, such as the equal opportunities policy and the disciplinary policy, which is linked to the safeguarding policy. These were not found during the inspection and had not been available for several months. Not all staff are aware of the policies and their content, therefore they are not able to provide care for the children in a safe and consistent manner. The registration certificate was not being displayed at the time

of the inspection. Records of fire drills, the complaints log and written risk assessments were not available as the manager does not have access to them. This poses a potential risk to the children's safety. Not all staff who are employed have a current enhanced criminal records bureau check, which includes the Protection of Children Act checks, but were seen to be on their own caring for the children, although they could be observed by other staff. This poses a risk to the children.

Children's individual needs are often unrecognised but staff are aware of the needs of children with learning difficulties or disabilities. They liaise with parents regarding the children's care and support but have not established any links with other agencies involved in the children's care. Staff speak to parents on a daily basis regarding their children's day but the lack of a keyworker system and procedures for recording care and activities means there is a risk that important information could be overlooked. Some information is available to parents, there is a noticeboard in the hallway with leaflets and posters and a board for letting them know what food the nursery has provided that day. They are able to read the policies and procedures but as these are not all in place, the information has limited value. Parents are able to take their children's folders home but as the information in these is very limited, with just a few observations, they are of minimal value to inform parents of their child's progress.

Continuous improvement cannot be sustained independently and there is no evidence of any self evaluation completed by the provider. Staff do not receive any formal appraisals which would help to identify their strengths and weaknesses or their training needs, although they are able to access training courses provided by the local authority. The owner is not always present at the nursery as she is also a registered childminder, so she has employed a manager. The manager does not have any autonomy, her role has not been clearly defined and she does not have access to all the documentation and records required for the safe and smooth running of the provision. The provider states that regular staff meetings take place but this is not supported by the staff who say they have not attended any. The nursery receives support from the local authority. The lack of improvement and the inability to address outstanding concerns means that children are not receiving a stimulating or challenging experience and the ability of the staff to safeguard them at all times is compromised.

The staff and the children get on well together; the children are obviously very comfortable in their care. The lack of a keyworker system and only one member of staff with a qualification suitable for caring for babies means that children's needs often get missed and the experience they have is not always stimulating or meeting their individual needs.

The quality and standards of the early years provision

Staff do not have a secure knowledge of the EYFS or of child development therefore they are not providing children with exciting and challenging opportunities to play, learn and develop. Children's starting points have not been clearly identified. Staff are beginning to make observations of the children but

there is no assessment of these observations, they are not clearly linked to specific learning and development matters from the EYFS. Children's next steps are not being identified therefore the planning is not being led by children's individual needs. The plans which are in place are for the overall needs of the whole group. There is no distinction between the babies and the older children, or their abilities, likes and interests; as a consequence children's progress is not adequately promoted. The manager reviews activities but this is not evaluative, so does not help to improve or extend the activities for the future. There is insufficient challenge and stimulation for children, a lot of the activities are child led but staff do not understand how to develop the play to challenge the children and encourage their interest. Staff miss the opportunities to introduce new language or concepts such as when children are playing with the duplo; there is no mention of number, colour, shape or size, there is very little conversation at all.

Staff fail to identify and meet children's needs. For example, babies who are tired or hungry have to wait for lunch and rest time according to the nursery routine. This leads to children becoming distressed and staff do not understand how to comfort them. Babies do not receive sufficient warmth and affection which results in their emotional well-being not being developed fully.

Children enjoy learning about the wider world, the nursery makes good use of nature to encourage and stimulate the children's interest in this area. The children have gerbils in the nursery, they also have chickens in a cage in the garden, they hatched these chickens in an incubator. They take part in growing seeds such as mango and plums. They also have the opportunities to learn about people in the community who help them such as the police; a policeman visited the group and brought his police car with him, the children clearly enjoyed this experience. There is no evidence that they take part in activities which teaches them about other cultures or countries. Some of the resources which provide positive images of the diversity of society are out of reach and inaccessible to the children. Children are eager to communicate with adults, and they show a love of books and stories and will quickly gather round if a member of staff starts to read a story. Children have the opportunity to use simple computers and information communication technology. One child self selects the laptop computer, turning it on by herself. The children are able to go into the garden on a daily basis to play. They also have access to a local park and staff take them there often encouraging them in their physical development. Children travel to the park in buggy buses, they are all strapped in and are kept safe on the journey.

There is insufficient communication with the babies, the only member of staff qualified to work with babies does not tend to do so. The other staff do not understand how to interact and stimulate them. There is affection between the children, the older children will hug and cuddle each other and the babies. One child was seen to throw her arms open and run towards a baby who had just woken up saying 'hello'. Children are talkative and freely engage in conversation with the inspectors, telling them what they are doing or what they have learnt. One child is able to explain about traffic lights and what the different colours mean as they have been using them in the garden when they play outside.

Children all have their meals together; the older children sit at the table, younger

children in high and low chairs. The older children engage in the social opportunities available to them by talking to each other. The meals are cooked fresh each day with staff deciding on the day what the meals are going to be, parents are advised at the end of the day what this was. Parents of children under a year provide the food for the babies. Any specific dietary requirements are displayed in the kitchen so all staff are aware. Older children develop their independence as they give out the cutlery and drinks at meal times. While the children are eating there is no interaction between the staff and the children although nursery policy states that 'staff sit and eat with the children at mealtimes as this is a social occasion'. Two staff are busy feeding the babies and the other one is in the kitchen. This staffing arrangement worked because older children are able to manage their own behaviour during mealtimes. Lunchtime takes over an hour and some of the youngest children are left in their highchairs for up to an hour and twenty minutes. Children's health is not fully safeguarded by secure practice in dealing with accidents. One child was playing 'peepo' with a baby sitting in a highchair; she caught her nose on the table which left a red mark. Staff did not attend to her until asked to do so by an inspector and did not record the incident in the accident book until they were reminded by the inspector.

Children's welfare is not effectively promoted by the knowledge and experience of the staff and the provider; there is a lack of understanding about how failures in staff knowledge and skills impact negatively on the children. For instance, the lack of communication with babies and the occasional distress this causes are not accurately observed. Additionally, there is some uncertainty about child protection procedures and what procedures would be followed in the event of an allegation against a member of staff.

The nursery has enough room to accommodate children and babies, but the room is cluttered which means that the resources are not always freely accessible to the children. There is no comfortable area where the children can sit and cuddle up with a book or a soft toy. However children take advantage of the occasions mattresses are left out after rest time, several children lie on them playing with the dolls; they are obviously comfortable and relaxed.

There is a risk assessment of the premises and risk assessments for outings but these were not available on the day of the inspection because the manager does not have access to them. This has the potential to compromise the safety of the children attending the nursery because there is no way staff would know how any hazards, which may have been noted, have been dealt with or if they have been addressed. The fire drill routine is displayed in the hallway; staff say this is carried out every six weeks on different days and at different times but it was not possible to confirm this as the fire drill record was not available.

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?	4
How well are children safeguarded?	3

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?	3
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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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