

Happy Hours Private Day Nursery

Inspection report for early years provision

Unique reference number	317375
Inspection date	29/07/2009
Inspector	Valerie Block
Setting address	5 High Seaton, Seaton, Workington, Cumbria, CA14 1NP
Telephone number	01900 602 962
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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 Hours Day Private Nursery is one of two nurseries run by K.L.S. (Cumbria) Ltd. It first opened in 1977 and operates from a former school building in the centre of Seaton, near Workington. A maximum of 87 children may attend the nursery at any one time. The nursery is open each weekday from 7.45 am to 5.45pm throughout the year except for the Christmas break and bank holidays. The nursery also operate an out of school club from 7.45 till 9.00 am then 3.15 pm to 5.45 pm as well as a holiday play scheme for children aged up to 14 years.

Children have use of the pre-school room, the toddler room, the baby room, the pre-toddler room and mezzanine area within the pre-toddler room, the messy playroom/dining room, the inside/outside play area and two secure outdoor areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 145 children on roll. The setting provides funded pre-school education. Children come from a wide area. The nursery currently supports a number of children with learning difficulties and who have English as an additional language.

The nursery employs 18 members of staff. Of these, 14 are qualified and two are working towards an early years qualification. The others, although not qualified, have extensive experience of childcare. The manager/owner holds Early Years Professional Status. Happy Hours Day Nursery is a member of the Pre School Learning Alliance, the British Association for Early Childhood Education and 4Children.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory with children making satisfactory progress at this welcoming setting where children's welfare is soundly met. Staff develop working relationships with children, their parents and some other providers of childcare and satisfactorily exchange information about each child. Children are safe and secure due to the setting's procedures. Although self-evaluation tools have not as yet been fully completed, the setting shows a sound capacity for improvement.

What steps need to be taken to improve provision further?

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

- further staff training in the principles of the Early Years Foundation Stage to increase their general understanding and improve the provision of learning and development for all children at the nursery
- improve arrangements for liaison with other providers to provide continuity and coherence for children attending several early years settings

- support and encourage children to begin to take responsibility working as part of their group, for example, helping children to learn to return play equipment to labelled storage areas.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.

04/09/2009

The leadership and management of the early years provision

The designated person and staff have a good understanding of their role in safeguarding children and recruitment systems are robust to protect children from harm. All required records, policies and procedures are implemented effectively to promote children's welfare. The nursery receives written information about who has legal contact with the children and who has parental responsibility for the children in their care to ensure that children are safe and parents' wishes met. Risk assessments help to ensure that children are kept safe, both in the nursery and on outings, however these are not dated or signed as required. This is a breach to requirements. The provision has systems in place to prevent cross-infection and keep children healthy, such as a robust nappy-changing procedure.

The setting takes steps to ensure that all families and children are included in the life of the setting. For example, the setting display at the entrance a list of different phrases in different languages welcoming people to the group. Children with additional needs receive good help towards achieving their potential and staff work alongside parents and other professionals to ensure children's needs are met. Parents advise that they are very satisfied with their children's overall care and education and think their children are happy and well-settled.

Although self-evaluation tools have not been completed, the nursery management has taken advice from local authority advisors, parents and children to assess their setting and make plans for improvements. For example, changes to the toddler room are being planned to improve the learning environment for the children. Recommendations made at the last inspection have been met. Children benefit as staff receive regular training to improve outcomes for children.

The quality and standards of the early years provision

Overall, children are making satisfactory progress in their learning and development and are well-settled and cared for. The key worker system ensures that children's needs and interests are known to staff. Staff have attended introductory courses about the Early Years Foundation Stage and advise they are keen to improve their understanding of this. Activities are satisfactorily varied, covering all the areas of learning and staff support children with warmth and understanding in their play. Regular observations of children are kept and used,

together with information from parents, to assess children's starting points and next steps in learning. Although some liaison has been begun with other childcare providers, this is not yet robustly in place with every provider to ensure continuity and coherence for all children.

Babies benefit from interesting planned activities and a bright stimulating environment. Staff use childcare periodicals to gain ideas for activities for the babies. Toys in this area are stored within children's reach allowing them choice. In the toddler area, although access to toys has improved since the last inspection this continues to be an area for improvement. The sand and water area is partitioned off from the main play area and a high door prevents children accessing this themselves. Boxes that usually contain natural resources are empty and the staff are unaware of the location of these materials. Children therefore are not sufficiently encouraged to develop independence and make choices about their learning and play. Children are not encouraged to replace items when they have played with them and so they are not learning to become involved in keeping their environment stimulating for themselves and other children.

Children really enjoy making patterns using the accessible computer and joining in songs with staff and peers. They make decisions and problem solve as they design road structures for their cars and enjoy measuring and exploring sand and water. Children of all ages enjoy play in their safe outdoor area using ride-on toys, balls and role play equipment. They have fun as they each try to make hoops spin around their bodies and so begin to learn new physical skills and enjoy physical exercise.

Children behave well, co-operating in their play. They are helped to understand about helping others as the nursery has regular charity events to help others. Children develop a good sense of belonging to the community as they regularly visit the local shops, library and fire station. Also members of the community, such as a community police officer, regularly visit the children. They begin to learn to keep themselves healthy as they wash their hands before meal times and after using the toilet. Older children have been growing vegetables that are used in their meals and so they begin to learn about healthy eating.

Children satisfactorily begin to learn skills that will help them to be successful in later life, such as numeracy and literacy. Computers and electronic toys are available in all areas of this nursery to help children begin to learn about information technology.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
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?	3

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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