

Happy Days Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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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 the London borough of Brent. Children have access to an enclosed outdoor play area. It is open each weekday from 08:30 to 1:30, term time only.

A maximum of 24 children may attend the nursery at any one time. There are currently seven children on roll in the early years age group. The nursery supports a number of children who have English as an additional language.

The nursery employs four staff including the manager and over half hold appropriate early years qualifications.

The setting is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm, welcoming and caring environment where they are treated and valued as individuals. Staff ensure that each child has appropriate care and attention to meet their needs, thereby creating an inclusive provision in particular and their linguistic skills are well supported. Although arrangements are in place to observe and assess children in their learning and development, this is in its infancy. There are suitable self-evaluation procedures in place, meaning the manager and staff group are able to accurately identify their strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- continue to develop systems to involve parents in their child's day
- continue to develop the planning and assessment processes to further enhance children's experiences and learning opportunities

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. Staff are well deployed and carry out risk assessments which successfully minimise children's risk of accidental injury. They continually supervise children's play, being particularly vigilant when they play outside in the garden. In addition, staff have a sound understanding of the safeguarding policy and know what action to proceed with if they were concerned about a child. Children are further safeguarded because rigorous staff recruitment procedures include relevant checks, such as criminal record checks.

Children and parents are warmly welcomed into the setting and parents are encouraged to share information about their child to enable positive working relationships to develop and to ensure continuity of care is provided. However, this system needs developing to further involve parents. The setting promotes inclusive practice, all children make equal progress because their individual needs are taken into account and they are encouraged equally to access the play opportunities on offer. In addition, staff ensure that key words in the child's home language are sought to help children settle. The setting has varied range of resources that reflect diversity in society, children are actively encouraged to share in special events from their family life. Staff work with local schools establishing close links supporting children and families in the transition to big school.

The manager/provider recognises the importance of evaluating and continuously developing the practice of the setting. Plans are devised and areas for improvement are targeted to bring about positive change. She has identified areas of the already improved garden to further develop to provide a richer learning environment for the children in all six areas of learning. The provider/manager works closely with the early years advisor to continually improve the provision for children's care and learning. In addition, the manager/provider is conscientious in her approach to ensure ongoing professional development for staff, helping them to provide good quality care and education for children.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in their environment and are starting to demonstrate a sense of belonging. The key person system and settling-in procedure is individual to each child so that they are beginning to happily separate from their parents/carers. Furthermore, children are beginning to form positive relationships with the staff and their peers, and so feel safe and secure. They are well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. Children are praised for their efforts and achievements, which supports their self-esteem. The environment is suitably organised with defined areas for play and to allow children to choose which activities they will take part in. Observational assessments and records are beginning to be used to inform planning and support progress for individuals, however, this is in its infancy.

Staff are caring and attentive to the children's needs and focus in on supporting their play. Therefore, children are making steady progress in their early development. For example, they sit with children and engage in conversations with them, they support children's language and extend their thinking and creativity. Children take pleasure as they use their free access to a range of materials, which enables them to develop their own creative work which they are proud to display in the setting.

Children talk about keeping healthy as they wash their hands, they talk about the equipment needed for clean hands 'we need soap and water'. Children enjoy a healthy snack of fresh fruits, in addition, they can help themselves to water when they are thirsty. Children are increasing their physical skills as they enjoy climbing

and running in the garden, they have fun as they dig and fill their containers with soil. This activity is enhanced by staff interaction as the children decide how much more soil is needed to fill the container. Children enjoy their play and learning through a variety of activities and experiences. For example, they show an interest in looking at the books and listen attentively with an adult at story time. They show particular interest as they read the story of 'Elmer', they become actively involved in the story lines as they use props and discuss the elephants in the story. Children thoroughly enjoy singing and are beginning to join in with well known rhymes.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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