

Brandon Happytimes Daycare Ltd

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*.

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Description of the setting

Brandon Happytimes Daycare has been registered since March 2009. They are currently registered on the early years register. It operates from two main playroom with a meeting room and multi function room within Chilton Primary School. The nursery primarily serves from the local community and surrounding areas. Children are grouped in rooms according to their age range. Children have free access to outdoor play.

A maximum of 26 children may attend at any one time. The setting is open each weekday from 8am to 6pm throughout the year, with the exception of public holidays. There are currently twenty eight children on roll, aged for birth to five years old. There are systems in place to support children with English as an additional language and children with learning difficulties and disabilities.

The setting employs six members of child care staff. Of these, all hold an appropriate early years qualification. The nursery receive support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and contented in the inviting atmosphere, and the kind, caring support of all adults involved in the nursery. Staff confidently carry out their duties, ensuring children take part in rewarding activities and sensitively supporting all children during play, demonstrating their understanding of children's individual needs. However, resources should be developed to support their active approach to inclusion. Very effective steps are taken by the nursery to evaluate its provision for children's welfare, learning and development, and although observations are completed these are not fully linked to assessments. Plans for the future are well targeted to bring about further improvement to the service they provide and the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systematic assessments of each child's achievements
- develop outdoor play area to provide children with opportunities to develop large physical skills
- develop a range of resources to promote and value diversity and differences.

The effectiveness of leadership and management of the early years provision

All staff have current Criminal Records Bureau checks ensuring their suitability in working with children, and hold a relevant child care qualification. The nursery's child protection policy and other safeguarding procedures gives them appropriate guidance on how to manage, and to promptly refer any concerns about a child's welfare. Staff are clear about procedures for reporting suspected abuse or neglect issues and the possible indicators of these. This keep children safe. All required information is exchanged regarding children and their families, so that staff know who has parental responsibility and legal contact with each child. Children learn to take responsibility for keeping themselves safe as they practise fire drills, and talk about road safety with staff. Regular risk assessments and daily checks are carried out to minimise risks to children.

Management and staff have identified plans to develop some aspects of the service and to continue to promote staff development. Staff attend a variety of courses to broaden their knowledge. For example, paediatric first aid, equal opportunities, and safeguarding. These help to improve outcomes for children. The nursery works closely with outside agencies, such as health visitors, speech therapists, occupational therapists and social workers, to ensure that every child is included and receives the best possible support to ensure progression and continuity of learning and care.

Partnership with parents is a strength of the setting. Staff have established very sound open relationships with parents. Parents are provided with opportunities to express their views on regularly, and staff actively seek their opinions on a variety of topics to enable them to contribute to decision making about the nursery. They have access to a range of policies and procedures which inform them of the day to day running of the nursery. They are kept up to date with children's progress by a communication file which goes home with their child on a daily basis. They are asked to provide information about their child's interests and activities they like to do at home, to build a fuller picture of the child and enable staff to plan for them. Information received from parents indicates their delight with the service provided. They particularly appreciate the friendliness of the staff, and feel that staff offer support to parents at anxious times when children start the setting.

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

Children settle well and enjoy learning. Children's concentration and interest are promoted by the staff's reassurance and effective involvement in their activities and routines. Children have a very enthusiastic attitude to learning and relish their time in the setting. Staff have embraced Early Years Foundation Stage positively, and make very regular observations of children during their play. These observations are used to plan their next steps coupled with information gathered from parents and carers about the child in the home environment. Children make good progress across the six areas although as yet there is no system to link these

observations to assessments.

All children enjoy the freedom to choose their activities from the wide selection available. Younger children enjoy exploring and investigating with the water in the tray, and staff adapt play to ensure that all children are involved and enabled. When older children move this water play to the sink staff facilitate this with additional resources. Children enjoy books and story time with adults, they seek their support and begin to develop an understanding that print carries meaning reading books from front to back and from left to right. Older children are able to re tell favourite stories to younger children and are confident in this role. Staff encourage children to help to make their own boundaries within the setting, such as not running indoors in case they fall and hurt themselves. Children demonstrate that they feel safe as they confidently move around the main room accessing toys and resources of their choice. All children have good relationships with staff and seek cuddles and a lap to sit on when they want comfort. They respond positively to requests from staff to tidy up the toys before they go out to play. Staff take every opportunity to develop children's understanding of diversity and promote inclusion in all aspects of the setting. However, opportunities to reinforce this learning is missed as the resources which reflect the diversity of society are limited. The outdoor area although small, provides a some sound opportunities for learning. They rush up and down on sit and ride toys, as they pretend to be chasing someone and others play with the sand. However, this area is currently limited.

Children's good health is encouraged as they are provided with healthy choices at snack times. They enjoy choosing from the slices of orange, pepper and bananas during the morning. At present lunches are provided by parents. These are prepared and served to children in a social setting. Individually labelled water bottles provides children with the opportunity to help themselves to a drink whenever they feel thirsty, forming good habits for the future. Children develop a sound understanding of good hygiene practices, they was hands when appropriate and clean teeth after meals. Children develop skills for the future when they see print displayed around the nursery, look at books, sing songs and rhymes about simple subtraction.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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