

# Happytalk Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	109972
<b>Inspection date</b>	07/12/2009
<b>Inspector</b>	Margaret Moffat

<b>Setting address</b>	The Cabin, Anstey Park, Alton, Hampshire, GU34 1BA
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<b>Type of setting</b>	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).

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.

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## Description of the setting

Happy Talk Nursery School registered in 1996 as a private group. It operates from the scout cabin in the middle of Anstey Park close to the town centre of Alton. The children use the large hall in the building. There are also two smaller rooms available with kitchen and toilet facilities. Children have use of an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday. Sessions are from 9am until 3.30 pm Monday to Thursday and on Friday from 9am until Noon. Children attend for a variety of sessions and bring packed lunches when staying all day or for longer sessions with lunch.

There are currently 40 children on roll in the early years age group. Children come from the local and wider community. The nursery currently supports a number of children with special educational needs, and supports a number of children who speak English as an additional language.

The nursery employs four staff who all hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff ensure that all children enjoy a wide range of adult led and child initiated activities that suit their learning needs and interests. They know the children well and this allows them to promote successfully all aspects of children's care learning and development. There are good procedures in place to support children with differing needs. The commitment to improving the outcomes for children is evident through the self-evaluation and action taken to develop areas for improvement. However, it does not clearly identify all areas for improvement, such as risk assessments.

## What steps need to be taken to improve provision further?

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

- make a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 18/12/2009

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

- continue to develop the assessment and planning systems to show clearly the next steps in children's learning
- further develop opportunities for children to learn about their own cultures and beliefs and those of other people
- develop children's awareness of personal hygiene by encouraging them to use soap to wash their hands.

## **The effectiveness of leadership and management of the early years provision**

Staff take precautions to ensure children's safety within the setting. They are vigilant about security, ensuring no unwanted visitors can come into the setting and children cannot leave unaccompanied. Visual checks are completed daily, fire drills are recorded, however, there is no record of risk assessment to ensure the safety of the children at all times. This is a specific legal requirement. Staff demonstrate a good understanding of the indicators of abuse and are fully aware of the procedures to follow if they have any concerns about the children in their care. Staff attend training to ensure they remain up to date with procedures and all documentation is in place to support staff in this area. Children play in a well organised environment where they have ample opportunities to select the toys and activities they wish to play with. Staff have a sound understanding of their role to promote equality and diversity within the setting and ensure children's individual needs are being met.

Most recommendations from the previous inspection have been addressed showing the nursery's commitment to continuous improvement and improved outcomes for the children. All staff are suitably qualified and one member of staff is currently undertaking a Foundation degree. All required checks and vetting systems are in place. Self-evaluation is completed by the manager and all staff have the opportunity to input. Parents complete questionnaires and this gives staff the opportunity to further evaluate their practice and make suggested changes. For example, they have introduced a more flexible snack and drink time and display weekly themes. This gives parents opportunities to help their children at home with links involving the theme and discussion table. Staff regularly monitor the provision and consider how they can further improve the already good care they provide.

Information given to, and gathered from, parents is relevant and there are effective procedures in place to access children's starting points. Parents receive regular feedback from staff on how their children are progressing through verbal chats, accessing their records when they wish and annual parents meetings. There are effective systems in place to make links with outside agencies and other providers who deliver the Early Years Foundation Stage to the children, thus supporting children in their learning and development. Through discussion and correspondence received, parents report they are extremely happy with the service provided to their children.

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

Children confidently deal with their own care needs, such as nose wiping and visiting the toilet. Most children wash their hands without prompting; however, they are not always encouraged to use the liquid soap to further encourage personal hygiene. Children enjoy a flexible snack time allowing them to finish their play and become more aware of their own needs. Parents are encouraged to provide healthy snacks and lunches for the children.

Children have a positive attitude to learning and are proud of their achievements. They confidently and independently choose activities that interest them and allow them to demonstrate their ability. Staff praise children's efforts which promotes self esteem. Children's behaviour is good and staff consistency and support help children learn right from wrong. Children express their delight as they receive a sticker for bringing in an item to show. They proudly walk back to their place and pat the sticker as they go. Observation, planning and assessment systems are based on a good understanding of children's individual needs and the areas of learning. However, it is not always clear what are the next steps in children's learning.

Children thoroughly enjoy creative activities and work displayed shows their individuality. They join in with enthusiasm as they practise for their play, sing familiar and new songs and join in with lines as the narrator tells the story. They confidently use materials, scissors, templates and glue as they make pictures. Older children mark their own work. Younger children make marks suggesting that it is their name. Children show a sense of achievement as they complete puzzles. They concentrate on putting the pieces in the correct space and try it different ways or choose another piece that fits. They are competent in their use of the computer as they play a selection of different games and manoeuvre their way round the screen. Children are very happy and confident. They develop friendships and learn to respect and understand the needs of others. Children learn about the world around them as they are involved in activities, such as planting in the garden and learning about animals through pet week. There is a good range of toys and resources to support positive images and diversity. However, staff do not currently provide children with opportunities to develop an awareness of their own and other cultures through the celebrations of different festivals.

Children learn how to use tools, such as scissors, safely and not to put them near their faces. Through discussions and practice they talk about the fire evacuation, dangers when cooking and playing outdoors on the decking when it is wet. This helps them to understand about their own safety. Children develop skills for the future through being provided with a variety of play opportunities which cover all areas of learning. They have confidence in choosing activities, sharing their own ideas, needs, thoughts and feelings. Staff are skilled at asking open ended questions encouraging children to be curious and inquisitive learners.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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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## **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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