

Happy Hours Nursery

Inspection report for early years provision

Unique reference number	115263
Inspection date	19/02/2010
Inspector	Deborah Jane Starr

Setting address	9 Worcester Gardens, Nailsea, Bristol, BS48 4RJ
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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).

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 Hours Day Nursery was registered in 1990. It is situated in a residential area of Nailsea, North Somerset within a converted family home. The nursery has a sister nursery in Yatton, North Somerset. There is a fully enclosed outside play area at the front, side and rear of the premises. The nursery serves the local and surrounding area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register and is open each weekday from 8.00am to 6.00pm for 51 weeks a year. A maximum of 45 children may attend the nursery at any one time. There are currently 63 children on roll in the early years age group who attend. The nursery offers support to children who have special educational needs/and or disabilities and for whom English is an additional language. The nursery employs 18 staff who work directly with the children and one domiciliary staff. Of these, 11 hold appropriate early years qualifications and one is working towards an appropriate early years qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and awareness of children's individual needs enabling them to promote and safeguard their welfare effectively. Children mostly make good progress because staff are knowledgeable about how children learn and use their skills to support children's development. Effective partnerships overall with parents ensure continuity in children's care, learning and development. Effective links with all early years providers that children attend is not consistently established. Staff demonstrate a strong commitment to improvement, recommendations from the last inspection have been addressed fully and effective self-evaluation systems of the provision, that includes parents and others, ensures that the outcomes for children are good.

What steps need to be taken to improve provision further?

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

- develop a consistent approach to the assessment arrangements so as to ensure starting points and capabilities are clear as to what all children know and do
- extend opportunities for children to recognise their own unique qualities through meaningful experiences that fully embrace their diverse cultural backgrounds
- develop effective links with other early years providers to ensure a two-way flow of information about children's care, learning and development

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure that all adults working with children have undergone appropriate vetting procedures. Children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery, gained through effective induction and ongoing training opportunities. Frequent and thorough risk assessments of all aspects of the provision and regular review of policies such as, staff access to personal phones and photographic equipment ensure children are cared for in a safe and secure environment. Good documentation is in place to safeguard children and all required records are well maintained and shared with parents. Ongoing review of the nursery environment by staff and management ensures children of all ages easily access an interesting range of good quality, well organised toys and resources that support their play and learning, both inside and outside.

Positive partnerships are established with parents and children's individual needs clearly identified and supported well. Parents are appreciative of the care given to their children and the progress they make. Parents are well informed of the nursery's working practices through clear written documentation, inviting displays of children's involvement in activities, parents meetings and daily discussion about children's welfare, activities and achievements. Parents are actively encouraged to share what they know about their children and their interests through the use of 'wow' stickers. This exchange of information however, is not yet sufficiently focused on individual children's learning and development when they first start. Links with other early years providers that some children attend is not yet consistently established. Therefore, continuity in their care and learning is not yet fully assured.

All recommendations from the last inspection have been fully addressed. Regular support from the local early years advisor and a firm commitment to regularly reflect and evaluate the provision that includes management, staff, parents and children has proved very effective. This provides an accurate assessment of strengths and areas for development and future actions are well targeted. For example, plans are in place to develop the outside play space so as to extend its accessibility to younger children and to offer a broader range of activities that stimulate children's interest across the curriculum. Staff are reviewing their use of local resources and have made links with the Bristol Museum to offer more varied and greater challenges for children. The owner and management team have a clear vision for the future and demonstrate a strong commitment to their continuous improvement. As a result the outcomes for children are good.

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

Children make good progress in their learning and development because staff use their good knowledge and understanding of how children learn to effectively

support and promote their development through activities that reflect their interests. Staff make regular observations of what children know and do in all areas of learning and accurately assess and evaluate children's progress through the supporting of their next steps. Children enjoy free-flow play in all weathers and understand that in some areas of the provision there are restricted numbers such as, the area for riding and manoeuvring vehicles. Children's spontaneous choice of activity is well supported by all staff who know them well, for example, children are interested in dinosaurs. Staff support then effectively through open-ended questions and suitable challenges. Younger children start to link number to objects, ranging from three to 10 pointing to objects and using their fingers. More able children use subtraction, count backwards, make and check estimations and compare size. Children feel safe and secure and confidently approach the inspector, describing features of favourite characters such as the 'Gruffalo'. They enjoy looking at books, listen and offer ideas as to what happens next when the story is told by an older child using visual props from within a story sack. Children gain an understanding of their local community through participation in events such as the local carnival, visits to the library on the bus and regular visitors, such as, the police and fire brigade. Within the nursery children participate in a range of activities that promotes their understanding of the wider world and introduces them to authentic items such as a didgeridoo and real food in their imaginative play such as, noodles and seaweed. These interesting and meaningful experiences do not yet however, fully embrace the diverse cultural backgrounds of all children that attend.

Younger children participate in a wide variety of activities that are inviting and encourage exploration and investigation through their senses. Resources are well laid out and promote and support their development, such as the setting out of low-level furniture and equipment to promote crawling and walking. Whilst in the garden children search for model animals hidden under straw, they start to make marks with crayons using paper imprinted with Braille and are intrigued and encouraged to observe distance having climbed the low-level climbing frame and pushed a car down the slide. Perspex partitioning in the under 2's room is used effectively to offer opportunities to develop mark making skills. Young children start to develop skills to hold thick crayons and felt pens and observe the result. They start to make connections and practise this when exploring paint. Initially they are fascinated as they squeeze paint through their fingers, they start to use props to develop their mark making such as, inflated balloons, then attempt to hold the balloon firmly and persevere as it slips through their hands. Children observe additional paper, use a pen as if it were a paint brush dipping it into imaginary paint and making marks on the paper.

Children develop healthy lifestyles as they choose to play outside in the inviting and well laid out area at the rear of the premises in the rain and snow. They recognise they need to wear coats and hats and make their own choices as to when they return inside. Children make marks on chalk boards, explore sound and rhythm on a cane xylophone and observe change through dry and wet sand as they use containers and scoops to make familiar shapes and compare quantities. Everyday experiences such as, snack time are well planned and resourced and children are supported effectively to develop their understanding of healthy choices from a wide range of fruit and raw vegetables. They develop self care skills and

independence as they are guided and use knives safely and effectively and pour their own drinks. They spontaneously follow good hygiene routines through the appropriate washing of hands in a variety of circumstances and understand why. Self chosen games promote children's understanding of turn taking, sharing and cooperative play with the support and clear guidance of staff. Frequent access to everyday technology such as, computers and CD players supports children effectively to gain competent skills for the future. They show consideration for others as they explain the aims of specific programmes and work cooperatively together to complete these successfully. Children respond well to the clear expectations of staff and as a result their behaviour is good.

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	3
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met