

Happy Days

Inspection report for early years provision

Unique reference number

EY289422

Inspection date

09/02/2010

Inspector

Rebecca Hurst / Sarah Morfett

Setting address

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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 Days opened in 2004 and operates from one room in a semi-detached house. It is situated in the town of Croydon, Surrey. A maximum of 10 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 48 weeks of the year and closed all Bank Holidays. All children share access to a secure enclosed outdoor play area.

There are currently 10 children on roll in the early years age range. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. The nursery currently supports children with learning difficulties and disabilities, and supports children who speak English as an additional language.

The nursery employs five staff. Of these, three staff including the manager and the owner hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a safe and welcoming environment that supports children well. The partnership with parents contributes to meeting individual children's needs and children are valued at the setting because the staff promote diversity and equal opportunities through the careful planning of activities and resources. The provider is beginning to self-evaluate the practise, and is working with the parents and staff to improve the nursery. The staff have a good commitment to improve areas in the nursery's practice in order to meet children's individual needs and to improve the outcomes for children in their care.

What steps need to be taken to improve provision further?

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

- ensure all children consistently wash their hands before any food is served
- ensure learning intentions are included in planning to further enhance children's learning and development
- ensure that information about children's starting points is collected to inform planning for each individual child
- ensure the next steps are consistently recorded in the children's written assessments

The effectiveness of leadership and management of the early years provision

Children are protected from harm and neglect as the staff have a good understanding of child protection and how to safeguard children. All staff from the

nursery workers to the cook have all participated in safeguarding children training. This ensures that they all have the correct knowledge in dealing with child protection issues. Good policies and procedures are in place for staff and parents to follow should they be worried about safeguard children. Detailed risk assessments are in place and full fire drills are carried out. As a result, children are protected from harm and neglect. All staff have current and up to date Criminal Records Bureau checks in place, which further enhances the safety of the children.

Resources are deployed well around the setting and all are stored at a level that children are able to access. This allows the children to develop their independence skills. The staff are fully aware of the children's backgrounds and religious beliefs. They use this knowledge to plan activities to broaden the children's knowledge of diversity and equal opportunities. Children attend a local church during festivals to have a look around and to see what they do in a church. The staff also plan a varied range of activities for the children to learn about other festivals and celebrations from around the world. Children have access to resources which promotes positive images and diversity on a daily basis. This builds on the children's learning in this area.

All staff are calm and talk quietly with the children. They explain what they have to do at an age appropriate level. This ensures that children are fully able to understand the routine and what they have to do. Staff explain to the children the importance of sharing and why it is good to be kind to each other. As a result, children are well behaved. All paperwork is kept confidential and all in place. Policies and procedures are all up to date and reflect current changes in legislation.

The provider has started to self-evaluate the provision. Parents have been given questionnaires to complete and the provider has worked on the information supplied. Staff are also included in the process. Staff work well with parents and they give daily feedback on how the children are developing. Staff and parents work well together to meet the children's individual needs. This ensures the service is responsive to its users.

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

Children are supported well as they have access a good range of interesting and challenging play materials and equipment. Planning is linked to the six areas of learning and ensures that children's interests and ideas are included. Children are encouraged to make choices and instigate play opportunities. Planning is linked to observations and assessments. However, children's starting points are not used to inform initial planning. As result, children's full capabilities and needs are not fully carried forward into future planning to give a clear picture of progress. The staff complete detailed observations on each child, however, the next steps are not consistently included. Consequently, there are missed opportunities to further enhance the children's learning. Planning does not include learning intentions for the activities. As a result, it is not clear what the children are learning from participating in the activities.

Numeracy skills are encouraged frequently as children discover counting as staff introduce counting while they play with toys. Staff encourage the children to become confident communicators through reading them a variety of books. They snuggle up with staff, as they listen and engage in meaningful conversation. The stimulating and welcoming environment gives children of all ages opportunities to freely access resources and play materials. The nursery areas are well organised to allow for safe and quiet and active play within the home. The children celebrate different festivals and have access to information about the wider world.

Children learn the importance of recycling through meaningful activities. After snack time, the children give the staff their scraps which are then given to the chickens. Children are also aware of where plastics and papers need to be put in order to recycle them. Children watch the recycling being collected by the bin men, this gives them a sense of achievement with what they are doing. Children have a wide range of animals which they care for. They work with the staff to keep the gerbils and rabbits clean and to feed them. They also help to collect the eggs from the chickens which are then cooked for them to eat. This teaches the children where eggs come from and how to care for living things. Every week the children participate in Tots in sports, which is aimed especially at the children's differing stages of development.

Children have healthy and nutritious snacks and meals which allows them to thrive. Children have their own drink bottles in the fridge which is stored to allow the children to self select drinks at any time. All the children have the bottles which aids the acquisition of independence skills. At snack time, children are given cartons of milk. Older children put their own straw into the carton and the younger ones are aided by the staff. Consequently, the younger children are learning new skills as the staff are at hand to support them. Children wash their hands before snack times, however, they then sit down and have circle time first, where their hands then get dirty again as they are sitting on the floor and reading books. As a result, children are not fully protected from cross contamination and infection. Children do however, wash their hands after the snack and after they have been to the toilet or had their nappy changed.

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	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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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