

Happy Tree (West Drayton)

Inspection report for early years provision

Unique reference number

EY402429

Inspection date

01/06/2010

Inspector

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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 Tree (West Drayton) is privately owned. It opened in 2010 and operates from five childcare rooms. It is situated in West Drayton, Middlesex. A maximum of 107 children may attend the nursery, of whom no more than 97 may be in the early years age group at any one time. The nursery is open each weekday from 7.00am to 7.00pm all year. All children share access to a secure enclosed outdoor play area. The nursery is arranged over two floors and in addition to the stairs there is a lift. There is an area for parents to park their cars while they drop off and collect children.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 88 children aged from birth to under eight years on roll; of these, 87 children are in the early years age group. Children come from the local area. The nursery supports a number of children who speak English as an additional language.

The nursery employs 16 staff. The manager and eight staff hold appropriate early years qualifications. There are eight staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery is welcoming to all children and provides a flexible service to meet the needs of parents. The leadership and management correctly identify the healthy eating policy of the nursery as a particular strength. However, the lack of a formal self-evaluation process means a number of breaches of requirements with regard to safeguarding and documentation have not been identified. All required policies to support the management of the nursery are in place. The leadership and management demonstrate the capacity to improve.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that adults looking after children, or having unsupervised access to them, are suitable to do so. 22/06/2010
Ensure the safeguarding systems include obtaining an enhanced Criminal Records Bureau (CRB) disclosure for all practitioners and other people aged 16 or over likely to have regular contact with children (Suitable people)

- ensure a practitioner is designated to take lead responsibility for safeguarding children within the setting and liaising with local statutory children's services agencies as appropriate (Safeguarding and promoting children's welfare) 22/06/2010
- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation) 22/06/2010
- ensure each child is assigned a key person (Organisation) 22/06/2010
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment). 22/06/2010

To improve the early years provision the registered person should:

- include any assessments of risks for outings and trips in the record of risk assessment
- develop the observation, assessment and planning systems to clearly show how the next steps in children's learning are planned for and involve parents as part of the ongoing observation and assessment process
- ensure an effective key worker system is in place from the outset which meets the needs of each child.

The effectiveness of leadership and management of the early years provision

The systems in place for checking the suitability of staff are not robust so does not safeguard children. The current procedures include accepting Criminal Record Bureau (CRB) checks obtained by staff through previous employers. These employers are not contacted to ascertain if any other information was released with these disclosures. Some of these disclosures are more than a year old. In addition, new CRB checks are not applied for before staff start work. Only the three members of the leadership and management team have new CRB checks. Most of the staff have not completed application forms for new CRB checks as only one new check has been applied for. This does not ensure that staff are always supervised when working with children by a member of staff whose suitability has been confirmed by a new CRB check. This procedure does not comply with the CRB guidance on portability of checks and has the potential to put children at risk. Staff are aware of the signs and symptoms of abuse. They know the procedure to follow if concerned a child is at risk. However, a designated member of staff to take lead responsibility for safeguarding children within the nursery has not been appointed.

Children are cared for in well-maintained premises, where staff are vigilant to ensure the environment is safe for children to use. Records are made in each room of some aspects of the environment that are checked on a daily basis. The

leadership and management have identified and compiled a detailed list of aspects of the environment that need to be checked as part of the risk assessment. However, they lack understanding of when the risk assessment must be recorded and consequently have not made any record of this risk assessment being carried out. Visual risk assessments are carried out for outings in the local area but these are not recorded. The times children and staff arrive are not effectively recorded. This does not ensure that accurate records are maintained of who is caring for children. Although the fire drill is not displayed, it is included in the induction of new staff. As a result, staff have a good understanding of their roles and responsibilities in the event of an emergency evacuation. Fire drills are practised to ensure that both staff and children know what to do in the event of a fire.

The nursery is flexible in the times children attend in order to meet the differing childcare needs of parents. All children have equal access to all toys and resources. Children access a variety of good quality resources made from a range of materials. The nursery has only been open a few months and the quantity of resources continues to be increased in order to meet children's learning and development needs. As yet children do not have access to computers but other resources to develop their understanding of technology have recently arrived. Staff preparing food have not attended appropriate food hygiene courses to ensure that their knowledge is up to date with regard to standards in food handling and preparation.

Staff develop effective relationships with parents ensuring continuity of care for children. All policies and procedures are accessible to parents. Staff verbally exchange information about children's daily routines and activities with parents and this information is recorded for parents of younger children. Staff are flexible to meet the wishes of parents who wish to provide food for their children or who require a daily diary to be maintained. There is an open door policy where parents are invited to spend time with their children in the setting. However, parents are not fully involved in their children's learning as staff do not request parents contribute to their child's observation and assessment records. The nursery is developing the procedures for working in partnership with the schools some children attend in order to ensure coherence in children's learning.

The leadership and management have ambition for the nursery and identified areas for development, such as the outside area. However, the current self-evaluation process is not sufficiently rigorous to ensure that all requirements to promote the welfare of children are met.

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

Children show interest in the range of activities provided that cover all areas of learning. They compare the outlines drawn of themselves to decide who is the tallest and count the spots on domino tiles to find a matching number. This develops their mathematical skills. Young children's creative skills are developing as they have fun banging and shaking musical instruments and singing action songs and rhymes. Children enjoy playing imaginatively with small world

resources. Children in Maple room imitate the sounds of the engines whilst children in Willow room work effectively creating a story with the trains and track. Young children in Chestnut room develop their physical skills as they walk round the room with the aid of a walker. They crawl in and out of the tent and crawl after wheeled toys they have pushed.

Staff generally provide effective support for children's care and learning needs. In Chestnut room they sit with children rubbing their backs until they fall asleep. They respond to the sounds and gestures young children make encouraging language development. Some children are not assigned a key worker when they first start in the nursery and so do not always have their care needs met promptly. They also do not have a learning journey for their starting points to be recorded and incorporated into the planning to ensure their needs are fully met. The planning, observation and assessment systems are evolving. Observations are undertaken, assessed and used to inform future planning. Whilst this pattern is followed effectively in Chestnut room it is not in Maple or Willow. The planning and evaluation of activities is often general rather than specific for individual children and some children have no observations in their learning records. In all rooms the systems do not clearly identify the planned next steps in children's learning.

Children readily approach staff for help at activities and are confident to talk with visitors to the nursery, indicating that children feel safe. Children of all ages develop awareness of how to keep themselves safe through gentle reminders from staff at their level of understanding. However, the weaknesses in safeguarding procedures impacts on the security of children. Staff use strategies such as explanation and praise to manage children and their behaviour. Children respond positively sharing resources and tidying them away when asked to do so, they behave well. Children learn about their own cultures and those of other people through planned activities. Through outings into the local community they develop awareness of the world around them. Children's creative work is valued and displayed in the rooms. This develops children's self-esteem.

Children's good health is promoted through the healthy, nutritious, balanced meals provided. Mealtimes are very sociable occasions where staff set a good example to children by sitting and eating dinner with them. Children develop their communication skills as they converse with their peers and staff at the table. This develops positive skills for the future. The risk of cross-infection is reduced as staff support children to develop understanding of effective personal hygiene routines. Children know they need to use a spoon to serve fruit in case they have 'dirty hands' and staff use this opportunity to extend children's vocabulary by introducing the word 'hygienic'.

Children develop understanding of physical play as part of a healthy lifestyle, as play in the garden is planned each day for children in Maple and Willow rooms. On wet days they are given some opportunities to experience playing in the rain, as staff organise impromptu running and hopping races. Providing wellington boots and ponchos has been identified as an area for development, to give children more opportunities to play outdoors. Young children in Chestnut room go out in the garden when the weather is fine or on walks when staff ratios allow. However, staff open the windows in the room so children can access fresh air during the day.

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?	4
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?	4
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	3
The effectiveness of safeguarding	4
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

The quality of the provision in the Early Years Foundation Stage	4
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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	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement effective systems to ensure that any person caring for, or in regular contact with children is suitable to work with children which must include obtaining an enhanced CRB check. Ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (Arrangements for safeguarding children) 22/06/2010
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept). 22/06/2010