

# Happy Hours Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY234249
<b>Inspection date</b>	08/07/2010
<b>Inspector</b>	Patricia Webb
<b>Setting address</b>	Dove Bank, Uttoxeter, Staffs, ST14 8DY
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<b>Email</b>	
<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 Hours Day Nursery is one of six settings managed by private owners. It was registered in 2002 and operates from five rooms over two floors within a detached converted property close to Uttoxeter town centre. All children share access to a secure enclosed outdoor play area. There are several steps up to the entrance of the premises. The nursery is open each weekday from 7.00am to 6.00pm for 50 weeks of the year.

A maximum of 42 children may attend the nursery at any one time. There are currently 46 children from birth to under five years on roll, some in part-time places. Older children are also cared for and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 11 members of staff most of whom hold appropriate early years qualifications. The owner has recently achieved Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are supported by friendly, caring staff who have a generally sound understanding of the Early Years Foundation Stage framework. The owner and senior staff of the nursery remain positive in their attitude to improvement and recognise that some areas of the provision require attention. Children in each care base enjoy their day, taking part in a balanced range of activities to support their varying stages of development and learning. A respectful working rapport is implemented with parents, carers and other providers to share and exchange relevant information about each child in order to meet individual needs.

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

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

- improve the overall maintenance of the premises, taking particular account of general hygiene and safety aspects in the bathrooms and nappy changing areas, thereby enhancing children's health and well-being
- develop a consistent approach to observation and assessment, collating children's attainment more regularly in order to effectively track progress and identify any gaps in children's learning and development
- review the assessment systems so that parents have regular opportunities to add to the records and become more actively involved in their children's learning and development.

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

Children are effectively safeguarded as staff have a sound understanding of child protection procedures and regularly update their knowledge by attending relevant training. Systems for the recruitment and selection of staff are robust in ensuring that all adults are suitably qualified, experienced and vetted to ensure children's welfare and well-being. The turnover of staff is low resulting in a team of practitioners who understand their roles and responsibilities in providing a safe environment for children. Risk assessments are conducted both on and off the premises to minimise risks to children. The premises are showing significant wear and tear in places, and the owner is aware that ongoing maintenance is an issue. The bathrooms, in particular, have some potential hazards, such as, damaged flooring, torn changing mats and some porous surfaces exposed which potentially hinders children's health and well-being.

This aspect has been identified by the management as an area for future improvement in the self-evaluation process. This document demonstrates that the setting has a realistic assessment of how practice is promoting outcomes for children being mindful of where further improvements can be made. Overall, the accommodation is of a reasonable standard and staff work hard to decorate and present the care bases attractively to enhance children's enjoyment of their environment. They can access a sensory room for quiet activities and to rest and relax and participate in outdoor activities on a generally free-flow basis.

Staff build up successful partnership with parents and carers discussing child's care needs and routines in order to identify and address individual needs. The setting has been very successful in working with families where English is an additional language, seeking out direct guidance and information from parents to ensure that signage and key family words used within the nursery are pronounced correctly and reflect the children's diverse backgrounds accurately. Resources are varied and many are genuine ethnic artefacts enabling children to develop an awareness of the differences in society and how all are valued and respected. Parents express appreciation of the 'family feel' to the provision, citing the long serving and familiar staff as a real asset to the setting. Parents' views are sought through the use of questionnaires and their views and opinions are acted upon wherever possible. 'Baxter Bear' visits some child's families for a short stay and records of this are written by parents and shared with children during circle time, helping to forge links between home and the nursery. Further opportunities for parents and carers to contribute directly to children's learning and development records have not yet been fully explored. The partnerships with other settings and providers is very strong. Reciprocal visits are made to most of the schools children will be moving on to and in some cases staff have accompanied children on their visits to the new setting in order to ease the transition process. Further involvement with the adjacent high school contributes to children being an integral part of their society. They recently enjoyed a teddy bear's picnic prepared and facilitated by students at the school and children delight in sharing the press photographs taken at the time.

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

Staff have a sound knowledge of the Early Years Foundation Stage and understand how children learn effectively through purposeful play activities and experiences. However, there is currently some inconsistency in the methods used in different care bases. Observations are used to mark off child's attainment although the assessments are not collated often enough to track progress clearly and identify any possible gaps in children's attainment. All areas of learning are covered over time and staff are aware of how children learn holistically using both the indoor and outdoor environment.

Children enjoy their activities supported by staff who are enthusiastic and have a sound knowledge of childcare and development. Babies delight in the close interaction with the adults as eye contact is maintained and gentle conversation takes place particularly when babies are being fed. This helps to sow the seeds of social interaction and is the basis of developing effective communication skills. Older children use mark-making activities with a purpose as they create patterns in the sand and use usual implements to 'write' their names and refer to signs around the setting. They are aware of the use of other languages around the setting and some signs have phonetic direction to ensure that pronunciation is correct. They access books freely settling in the comfy book areas and handling books with care. Children are learning about technology starting in the baby room with imaginative play using toy telephones and pop-up shape sorters to the pre-school base where they confidently use the computer and operate programmable toys. They also delight in using the digital camera, handling it with care following directions from the member of staff.

Children enjoy meeting some of the other people who support their activities, such as, the art and craft lady and the musical activities visitor. Having been aware of the recent Wimbledon tennis tournament, children use recycled items to make 'tennis racquets' and decorating them vividly to personalise their equipment. Physical skills are honed using the nursery equipment and further confidence is developed using equipment on the nearby park. Some more able children have mastered the skill of using a two-wheeled bicycle manoeuvring around with care and consideration for safety of others. Children forge firm friendships with some older children developing their own hierarchy and evolving their imaginary play with great detail and involvement. 'Spiderman' takes on the baddy and shows off his muscles dressing up and playing with fervour. Staff have explored the development of superhero play, understanding that children play out such fantasies as an integral part of their social and emotional development. Overall, children's behaviour is positive. They respond to directions from staff and know the expected codes of behaviour, following the role models that staff offer in their conduct. Praise and acknowledgement of child's achievements and efforts are given to foster and promote self-esteem effectively. Parents are encouraged to share in this process, sharing some of the child's achievements at home by writing comments on the 'clouds' that are then displayed in the nursery.

Children's health and well-being are promoted. They access outdoor activity on a

daily basis and plans are in place to develop the free-flow provision further. They grow some plants and vegetables and great excitement ensues as they discover the lone 'red' strawberry that is now ready for picking. Meals are cooked on the premises and the four week rolling menu is varied and balanced offering a nutritious range of meals that takes account of any specific dietary needs. Children's health needs are addressed with care and all of the required information is sought from parents and carers and stored confidentially. Children become aware of their own safety as they learn to cross the road with care following the direction from staff and participate in regular emergency evacuation drills.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
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	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	2
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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: Met

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