



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 137799**

**DfES Number: 572047**

### **INSPECTION DETAILS**

Inspection Date      30/03/2004  
Inspector Name      Caren Carpenter

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Happy Child Day Nursery  
Setting Address      2 Victoria Road  
                                 Kilburn  
                                 London  
                                 NW6 6QG

### **REGISTERED PROVIDER DETAILS**

Name                      Happy Child Limited 03302206

### **ORGANISATION DETAILS**

Name                      Happy Child Limited  
Address                  109 Uxbridge Road  
                                 Ealing  
                                 W5 5TL

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Happy Child Day Nursery was opened in 1999. The nursery is situated within the London Borough of Brent. The nursery serves the local diverse community and the surrounding boroughs. There are currently 62 children from 3 months old to 5 years-old on roll. This includes 15 funded 3-year-olds and 4 funded 4-year-olds. The setting supports one child with special educational needs and 14 children who speak English as an additional language.

The nursery opens five days a week, all year with the exception of bank holidays, from 8.30am to 6.00pm.

Mrs Cook the provider has employed 22 staff including the manager to work with the children. All staff members hold relevant early years qualifications.

The setting receives support for the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The nursery provides a satisfactory standard of care to the children.

The nursery is organised well within a stimulating environment that is welcoming to parents and children. The group must ensure that the premises are in a suitable state of decoration and that facilities are in good working order.

Staff plan interesting activities, promoting children's learning towards the early learning goals. They have access to toys and equipment, which supports their development. There are limited choices of toys, in particular for the two to three-year-old children.

Staff have good working knowledge of the foundation stage of learning. They plan and evaluate activities to ensure that the learning intentions for children are achieved. Staff work well together as team meeting the needs of all the children. They are caring and supportive and have formed good relationships with the

children. Staff provide very good support for children with special educational needs and children with English as an additional language.

Children have good opportunities to initiate their own learning, the group must provide opportunities for the more able one-year-old children to independently feed themselves at lunch times.

Children are well behaved, however the group must ensure that all staff have a consistent approach in managing children's behaviour effectively.

Staff give priority safety for children that includes regular risk assessment. There are clear policies for safety issues in place. The group must ensure that all fire safety equipment is fitted to meet fire regulations.

Partnership with parents is very good. Parents receive written information about the educational programme and regular newsletters keep them informed of events. They are invited to attend regular meetings to discuss their children's written progress reports.

Documentation is well organised with established systems in place to record and hold written records.

#### **What has improved since the last inspection?**

At the last inspection the nursery required to gain knowledge and comply with the local Area Child Protection Procedure.

The setting has a copy of the Area Child Protection Procedure in place, which has been discussed with all staff. The manager demonstrated clear understanding of the procedure and the appropriate steps to take when reporting child protection concerns.

#### **What is being done well?**

- Children have access to a good range of learning equipment and toys.
- Children are confident and are able to select their own toys and initiate their own learning.
- Staff have good working knowledge of the early learning goals. They are able to plan activities to support their learning.
- Staff have created an environment, which allows children to form good relationships with each other and with staff.
- Children with Special educational needs and children with English as an additional language is supported very well by staff.
- Staff work very well as a team which contributes to children's learning. Staff welcome and encourage parental involvement in the nursery.

- Partnership with parents is very good, staff provide regular feed back to parents about their children's developmental progress including written reports.

### What needs to be improved?

- improve the range of toys and resources to provide more choices, inparticular for children aged two to three-years-old. This will provide more choices to the children and extend their learning further.
- increase the opportunities for the more able one-year-old children to begin to feed themselves during meal times. This will encourage and support their independence and promote areas of their physical development.
- the management of children's behaviour, all staff must have a consistent approach in managing children's behaviour effectively. This will ensure that all staff are managing children's behaviour according to the group's policy.
- the children's toilet and the kitchen areas must be in a suitable state of repair and decoration and toilet facilities must be in good working order. This will improve the appearance and children will be able to use toilet facilities appropriately.
- the fire extinguisher to be fitted securely on the wall, according to fire regulations. This will ensure that the equipment can be used quickly and is easily accessible for any fire emergency.

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	expand toys and play resources, in particular for the two to three-year-old children to provide more choices.
3	ensure that the more able one-year-old children are provided with

	opportunities to begin to feed themselves during lunch times.
4	ensure that the bathroom and the kitchen areas appearance is improved.
4	ensure that the toilet facilities are in good working order.
6	ensure that the fire extinguisher is fixed securely to the wall.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The nursery provides a generally good educational programme. Children are learning through a balance of planned practical activities.

The quality of teaching is generally good in promoting children's learning towards the early learning goals. The teaching has enabled children to make very good progress in the areas of personal, social and emotional development communication, language and literacy and mathematical development.

Children are developing good skills in early writing and reading. They are confident in using mathematical language, they use games and activities to promote their understanding of matching and comparing.

They are making generally good progress in the areas of knowledge and understanding of the world, physical and creative development. They are learning about lives of people who help us. There are few opportunities for children to closely investigate nature and to learn about living things. They have few opportunities to learn about information and communication technology or to use programmable toys.

Staff include time for physical activities each day. As a result children move confidently both indoors and out. They explore a variety of art and craft experiences and use paint in different ways.

Children with English as an additional language and special educational needs are supported well by the staff.

Leadership and management is very good. Staff are encouraged to attend training to develop their skills and knowledge. The manager offers support to staff through regular staff appraisal.

Partnership with parents is very good and contributes positively to the children's progress in learning. Parents are well informed about the educational programme through newsletters and notices.

### What is being done well?

- Staff have a good working knowledge of the early learning goals. They plan stimulating activities to promote children's learning in all areas of the learning goals.
- Children are well behaved, they respond positively to staff. Staff discuss simple rules and give clear and consistent guidelines for good behaviour.

- The programme for communication, language and literacy is very good. Children are developing good skills in their early reading and writing skills.
- Children are interested in books and use them confidently. Focused topics are used effectively in helping all children including those learning English as an additional language to develop.
- The programme for mathematics is very good, children identify shapes correctly and use good mathematical language through out the day.
- They have good opportunities to create patterns of shape, colour and size using beads, pegs and through weaving strips of paper.
- Children with special educational needs are supported well by staff.
- Children are motivated and interested to learn and are highly involved in their chosen activities.

#### **What needs to be improved?**

- improve opportunities for children to investigate and observe living things. For example to learn about the life cycle of butterflies and to observe mini-beasts.
- improve opportunities for children to recognise the changes that happen to their bodies when they are active.
- improve opportunities for children to access a range of musical instruments to explore and recognise how sounds can change.
- provide opportunities for children to use information and communication technology or programmable toys to support their learning.

#### **What has improved since the last inspection?**

At the last inspection the setting was required to extend children's learning about health and body awareness. The educational programme for physical development includes opportunities for the children to learn about keeping their teeth healthy, eating healthy food and learning about their bodies through focus topic discussions. The home corner often changes to a hospital and a dentist surgery with dentistry and hospital equipment. This provides good opportunities for the children to further extend their learning through role-play.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area, they select their own activities and toys and display a high level of involvement during activities. They are forming good relationships with adults and with their peers. They behave well and co-operate taking turns during activities. They are confident and are able to sit and listen attentively to stories and during group activities. Children are able to learn and value and celebrate each others culture, through festival celebrations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in this area. They are able to select and read books independently. They listen well to stories and have good opportunities to ask questions. Children have good opportunities to link sounds to letters in the activities set for them. They have good opportunities to develop their early writing skills and some of the three and four year-olds children writing recognisable letters and are able to write their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. Children are able to match and compare sizes, small, big, weight and height. Children are learning to count through practical activities for example, during cooking activities. Numbers are displayed providing good opportunities for children to become familiar with their shape and begin to understand their meaning. They are learning about shapes, colours and patterns through a variety activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in this area is generally good. They have good opportunities to build and construct with a wide range of objects. They are able to use small tools competently. Children have limited opportunities to use information and technology or programmable toys to support their learning. There are few opportunities to investigate and observe living things. Children find out about past and present events. They are learning about sense of time through the daily routine and activities.



**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress in physical development. They are able to manipulate materials and objects by picking up releasing them. They are developing fine motor skills by handling small tools with increasing control. Children are learning about staying healthy in the daily routine and through activities. There are limited opportunities to learn about the changes that happen to their bodies when they are active.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's progress in this area is generally good. They have opportunities to explore colour in variety of materials, for example paint, play dough, corn flour, water and sand play. Children have opportunities to use their imagination, through role play. They have good opportunities to participate in weekly music and dance sessions. There are few opportunities for the children to access musical instruments independently.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- increase opportunities for children to investigate and observe living things, for example mini-beasts.
- increase opportunities for children to access a range of musical instruments independently. These should be accessible to children throughout the day.
- provide opportunities for children to use information and communication technology or programmable toys to support their learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*