



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 500096

DfES Number: 534393

INSPECTION DETAILS

Inspection Date 20/09/2004
Inspector Name Barbara Christine Wearing

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Happy Tots Private Day Nursery
Setting Address 270 Middleton Road
Crumpsall
Manchester
M8 4NB

REGISTERED PROVIDER DETAILS

Name Mrs Falah Al Khafaji

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Tots Day Nursery opened in 1999. It operates from a six rooms in a large detached dormer bungalow in Crumpsall, Greater Manchester. The nursery serves the local area and commuters using the arterial route into central Manchester.

There are currently 76 children from 0 to 5 years on roll. This includes 28 funded three year and 2 funded four year olds. Children attend a variety of sessions. Children with special needs and who speak English as an additional language are supported by the setting.

The group opens five days a week all year round. Sessions are from 7:45 until 18:00. Two part time and seven full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Happy Tots Day Nursery provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children are making very good progress in the area of personal, social and emotional development.

The quality of teaching is generally good. Staff are committed and enthusiastic. They have a good knowledge of the individual children and use effective methods to assess children's progress. However, the short term plans do not reflect these assessments or show the intended learning for children. Staff have fun interacting with the children during child and adult lead activities and take pleasure in the children's achievements. There are some gaps in the staff's knowledge of the Foundation Stage which results in them missing some opportunities to pose children questions to develop their learning and present further challenges. The pre-school rooms are bright and inviting. The full time room is particularly well organised, allowing children to fully explore the resources on offer. However, a limited choice of consistently available writing and creative resources restricts children's opportunities to practise and further develop their skills in these areas. Children with special educational needs and children who speak English as an additional language are supported well. Staff seek appropriate support and communicate closely with parents. They ensure that all children benefit fully from their time at nursery.

The leadership and management of the nursery are generally good. Comprehensive and detailed policies and procedures are implemented by the staff team. Staff receive appropriate training. The provider, manager and staff work closely together, resulting in a smooth running, happy and organised nursery.

The partnership with parents is very good. Parents are welcomed into the nursery and are given a good range of information regarding the setting and their children.

What is being done well?

- Staff are skilled at settling children into the nursery. They promote children's self esteem and provide them with a happy, caring and stimulating environment. Children therefore quickly develop their confidence and enjoy taking part in the nursery routine.
- Children are developing a great love of books. They explore books throughout the day; taking them to adults to share on a one to one basis, looking at them on their own or with friends and during group story times. While looking at books staff ask children questions which extend their language and thinking.
- Children are building up strong relationships with each other. They play particularly well together in the role play areas where they demonstrate good

imaginative skills and increasing language skills.

- The nursery has fostered very good relationships with parents and carers. They are welcomed in to the nursery and discuss issues relating to their children openly with the staff. The nursery is flexible in meeting parents' needs, such as when settling children into the nursery, when children are settling into school and supporting parents whose children have special needs. Parents' views are sought and acted upon.

What needs to be improved?

- the staffs' knowledge of all aspects of the Foundation Stage so that they can recognise and take spontaneous opportunities to help children practise their skills and present them with further challenges
- the process and details of short term planning to ensure that this is informed by the assessments of the children's progress
- the variety of continuously accessible art and writing resources

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The role play area has been developed as various themes such as hairdressers, florist and travel agents. During these times many opportunities are available for children to write for a purpose and mark make. Good use is also made of these role play situations to develop children's understanding and experience of practical maths. However when the role play area is used as a home corner these opportunities are limited.

Staff have undergone training in special educational needs. The nursery has a clear procedure for special educational needs (SEN) and works closely with the Early Years Advisory Teacher and Local Authority SEN worker to ensure that all children are able to benefit fully from the nursery provision and make progress towards the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and motivated. They enjoy and persevere at their chosen activities. New children settle quickly into the nursery routine and respond to staff's gentle encouragement to join in with group activities. Children have close relationships with staff and peers. They respond well to the positive and consistent approach to behaviour management. Children who find the boundaries difficult are given support and good behaviour is rewarded and praised.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident in communicating, for example during role play and to share their views or answer questions during group times. They are beginning to link sounds to letters during adult lead activities. Children can recognise their names and some letters. More able children develop their writing skills during adult lead activities and practice these skills in the writing area or during role play when the materials are available. Children enjoy exploring books throughout the day.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children access a variety of resources which are helping to develop their counting and calculating skills. Children also count during adult lead activities and at group times. However they are not always set further challenges during spontaneous play. Children have a sound knowledge of shape and size. They use mathematical language throughout their play and enjoy playing with a variety of 3D and 2D shapes such as boxes, shape puzzles, stencils, building blocks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use their senses and observe changes when exploring a variety of materials, such as shaving foam, jelly, when baking or exploring the life cycle of a butterfly. They make observations relating to the natural world although these are not always extended by staff. Children are eager to use the computer and have good skills in mouse control. Children use a large variety of construction sets with increasing skill. They also make models using natural materials during planned activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have fun playing outside and are developing good gross motor skills. More able children are not given sufficient challenges to further develop these skills, for example different ways of moving around equipment or balancing. Outside play is not included in the daily planning. Children handle a variety of different tools and equipment and are developing good control when using scissors, pens, crayons, small world resources and construction sets.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy engaging in role play and with small world toys. They are developing good imaginative skills, extending their language, knowledge of the community and the outside world and forming relationships. Children's drawings demonstrate that they are developing their creative skills. However activities which allow children to explore a wider variety of art materials are often adult lead. Children enjoy joining in with familiar songs and ring games and regularly play musical instruments.

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

- ensure that all children have continuous access to a wider selection of art resources and writing/mark making resources throughout the play sessions
- continue to provide staff with training and support in relation to the foundation stage and develop their skills in using spontaneous opportunities to extend the children's learning
- ensure that the assessments of the children are used to inform the short term planning and that these plans include the early learning area/stepping stone to be developed.

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.