



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY234249

DfES Number: 522319

INSPECTION DETAILS

Inspection Date 07/09/2004
Inspector Name Dianne Lynn Sadler

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Happy Hours Day Nursery
Setting Address Dove Bank
Uttoxeter
Staffs
ST14 8DY

REGISTERED PROVIDER DETAILS

Name Happy Hours

ORGANISATION DETAILS

Name Happy Hours
Address 19 Cavendish Road
Tean
Stoke-on-Trent
Staffordshire
ST10 4RH

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 Hours Day Nursery registered in 2002. It operates from a detached house close to Uttoxeter town centre. It serves the local area.

There are currently 44 children on roll from 0 to 11 years. This includes 13 funded 3-year-olds. Children attend for a variety of sessions. The nursery supports children with special needs.

The nursery opens five days a week, all year round. Sessions are from 07:00 until 18:00.

There are 14 staff who work with the children. 12 staff have early years qualifications to NVQ level two or three. The nursery 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 Hours Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their physical and creative development is promoted well and they are making very good progress in these areas.

The quality of the teaching is generally good. Staff manage the children very well and have good relationships with them, listening to what they say and do. Staff are developing an understanding of the foundation stage. They organise long, medium and short term plans, but these do not clearly show how children will progress through the stepping stones. Activities are provided, but limit the opportunities children have to develop their skills within the six areas of learning. Children's progress is documented and assessed and there are sufficient plans in place to ensure children with special needs are included in all activities and make progress.

The leadership and management of the nursery is generally good. The manager has been effective in developing a committed staff team, who work well together. She acts on advice and has implemented a programme of staff development aimed at improving teaching. Communication is effective and the manager has a good understanding of the skills and abilities of the staff. However, the organisation of the pre-school room limits the choice and experiences the children have.

The partnership with parents is generally good. Parents spend time talking informally to staff about their children and are well informed about the provision and their children's progress. Individual targets are set for the children each term and parents sign to say they agree. However parents are not encouraged to share what they know about their children's development, especially at the beginning of the foundation stage.

What is being done well?

- Staff manage children's behaviour very well. They have consistent and clear expectations of the children and use very good strategies to promote good behaviour. Children have a good understanding of the rules and boundaries.
- Staff work well as a team. There is effective communication and commitment to staff development through training. All staff are encouraged to share new ideas and ways of working.
- Children's physical and creative skills are promoted effectively through a range of well planned activities.
- Staff are developing good relationships with children, listening to what they say and do. Children are confident and motivated to learn.

What needs to be improved?

- the development of the staff's understanding of the foundation stage, which will ensure effective curriculum planning and the provision of a wider range of activities
- the opportunities for children to develop their skills in every area of learning at each session
- the attention given to encourage parents to share what they know about their children's development, specifically at the beginning of the foundation stage
- the organisation of play equipment and planning of activities to ensure children are able to select resources for themselves, enabling them to make choices.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are provided with activities that help them progress and motivate them to learn. All children are able to sit and concentrate for appropriate periods of time and are confident to try new experiences. Children are encouraged to be independent most of the time, but the organisation of play equipment and provision of limited activities does not enable children to select resources for themselves or make choices. Children behave well and are able to take turns and share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their listening skills and confidently communicate their ideas and feelings using speech. All children are developing an enjoyment of books and demonstrate an understanding of how to use them and use language to predict the outcome of a story. All children are able to recognise and attempt to write their own names. However, children lack opportunities to role-play spontaneously.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to learn about number through a range of planned and spontaneous situations. Children count up to ten confidently and are able to say and use number names. All children are using mathematical ideas to solve problems and are able to recognise shape and size. Children have an understanding of calculation but do not have sufficient opportunities to develop this.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children discuss their families past and future events with confidence. They are able to investigate and explore a range of objects and materials. Children are able to explore the natural world and the community in which they live, they grow flowers from bulbs and visit local places of interest. Children are learning about other cultures and beliefs. Children do not have sufficient opportunities to explore this area of learning spontaneously.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are involved in well planned physical play sessions daily, both indoors and outdoors. Children are developing a sense of space, and are able to use both small and large equipment with confidence and control. All children are developing a good awareness of their own bodies and enjoy music and movement. A wide range of tools are freely accessible to the children to develop fine manipulative skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have plenty of opportunities to explore colour, texture, shape, form and space. They are able to respond in a variety of ways to what they see, hear, smell, taste, touch and feel. All children are encouraged to use their imagination and express their ideas thoughts and feelings in a variety of activities. All children confidently recite nursery rhymes from memory in small group situations and explore music and movement.

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

- enable staff to gain a good understanding of the foundation stage and improve the curriculum planning, to enable children to have the opportunity to develop their skills in the six areas of learning at every session
- organise play equipment and activities to ensure children are able to select resources for themselves and make choices
- encourage parents to share what they know about their children's development, especially at the beginning of the foundation stage.

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.