



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139172

DfES Number:

INSPECTION DETAILS

Inspection Date	28/09/2004
Inspector Name	Jean Williams

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Happy Days Pre-School
Setting Address	United Reformed Church Swakeleys Road Ickenham Middlesex UB10

REGISTERED PROVIDER DETAILS

Name	Sandra Adnett
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ORGANISATION DETAILS

Name	Sandra Adnett
Address	URC Church Hall Swakeleys Road Ickenham Middlesex UB10 8BE

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 Days Playgroup operates from Ickenham United Reformed Church in Ickenham Village. There has been a playgroup in existence at this establishment for at least twenty years. Happy Days has been running in it's present form since September 2002.

The playgroup uses the main church hall. Children have access to the toilets and the kitchen is used by the staff to make drinks. The playgroup has allocated cupboard space in the kitchen. There is a small paved garden area that children are able to use in fine weather.

The playgroup is open Monday to Friday from 09:15 to 12 noon in term time.

The group is registered to receive 24 children. There are 40 children currently on roll. The setting has 21 funded three year olds. The playgroup provides support for children with Special Educational Needs and those who speak English as a second language.

There are seven members of staff, two of whom work every session, others work on a part time basis.

Two members of staff have relevant child care qualifications, two are working towards National Vocational Qualification in Child Care and Early Education level 3 (NVQ 3), three are unqualified.

How good is the Day Care?

Happy Days Playgroup provides good care for children.

The setting is well staffed and organised, staff plan and execute the programme effectively which enables them to work closely with the children. Whilst the staff have attended training sessions to ensure they have current relevant knowledge there are some outstanding issues remaining. The manager is working towards the National

Vocational Qualification (NVQ) level 3 qualification, she should achieve this by the end of 2004.

The premises are clean and well maintained, staff ensure that the setting is prepared for the children on arrival, activities are attractively presented. The playgroup has a good variety of equipment that is used well to ensure children are motivated to participate in the wide range of activities offered.

Standards of safety in the group are good, staff carry out regular risk assessments and fire drills are practised, current first aid certificates are held. Most records are kept as required. Procedures are in place to ensure that good hygiene practices are upheld to ensure the risk of possible infection is prevented.

The setting is aware of the individual needs of all the children and responds to them appropriately. The children's behaviour is good, staff set good role models and there are suitable procedures in place for dealing with behaviour management issues.

Staff are aware of the possible signs and symptoms of child abuse and have knowledge of the reporting procedures.

The staff have good relationships with children, they are aware of their needs and are responsive to them.

Staff promote good working relationships with parents. There are procedures in place to ensure they are kept informed of their children's developmental progress and the activities that take place within the setting. Comments included in the parental questionnaires were positive.

What has improved since the last inspection?

At the last inspection the setting was asked to review some of the policies and ensure that they were implemented. All the required policies are now in place, staff have read them and signed to say that they are aware of current nursery practice which means that the children are cared for according to the policies of the setting.

The playgroup was also asked to ensure that the supervisor completed a relevant child care qualification and a member of staff should undertake to complete a food hygiene course. The supervisor is in the process of completing NVQ 3 and a staff member has yet to complete a course, this is however a part of an action plan of training.

A request was made that the playgroup kept a record of training that staff have undertaken. This is in place and is used as an easy reference point for the supervisor to monitor the courses that staff have attended, in order to gain further knowledge and better equip them to provide stimulating activities to promote the children's developmental progress or to ensure their safety in the setting.

What is being done well?

- The staff work closely with the children and are aware of their roles and responsibilities. They have good organisational skills which means that the planned programme is effective and the children experience a wide variety of activities and are well supported by the staff.
- There are good processes in place for the recording of the children's developmental progress which is used effectively in the planning programme to meet the needs of all the children.
- The setting has a good range of equipment and resources which are used effectively by the staff to provide variety and balance for the children.
- The staff work in partnership with parents. They provide regular verbal feedback to keep them informed of the developmental progress of their children and the activities they have been involved in.

What needs to be improved?

- the qualifications of the person in charge
- the recording of the children's and staff's times of arrival and departure
- the appointment of a deputy supervisor.

Outcome of the inspection

Good

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
1	Ensure that the person in charge completes the NVQ 3 by the end of December 2004.
2	Ensure that the register includes children and staff's times of arrival and departure.
2	Ensure that there is an appointed deputy supervisor.

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

How effective is the nursery education?

Happy Days Playgroup provides a well planned and interesting range of activities. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good, staff work well as a team and have established good relationships with children and parents. The staff have effective assessment schemes in place which are used to influence the planning and further children's developmental progress. Some staff lack knowledge of the early learning goals.

Children enjoy listening and making music, they are creative in their role and imaginative play and have regular opportunities to undertake art and cookery activities. They are able to count, pattern, match and measure and are supported by a good range of resources. There is a lack of examples of written numerals displayed in the setting for children to identify.

Children are confident when using books, they enjoy listening to stories and singing rhymes and songs. They know that print carries meaning and is used for different purposes. There are few examples of the written word displayed throughout the setting for children to use, as well as a lack of opportunity to identify their names. There are also some missed opportunities for children to practice writing.

Children have good opportunities to experience role and imaginary play. There is a lack of opportunity for them to use programmable equipment.

Leadership and management of the group is generally good. Staff are led by example and are encouraged to extend their existing skills by attending training, however the manager has yet to complete her child care qualification. Staff meetings take place regularly when information is shared, and plans are made for future activities.

Partnership with parents is very good, they are provided with useful information about the setting and are kept informed about their child's developmental progress. Parental questionnaires received contained positive comments.

What is being done well?

- Children's behaviour is good, they are confident and interested in the activities offered, they are encouraged to respect one another and the environment.
- The playgroup has a good range of equipment and resources which are used well by staff to support the children's learning throughout the curriculum.
- Children have regular opportunities to listen to and make music using a variety of instruments and shakers.

- Staff are interested and responsive to the children, they interact positively and kindly, are well organised and aware of their roles and responsibilities, they work well as a team.

What needs to be improved?

- the written examples of numerals displayed in the setting to support children's mathematical learning.
- the written examples of words and the alphabet displayed in the setting as well as the opportunities for children to identify and read their names.
- the opportunities for children to practice writing.
- the opportunities for children to use programmable toys and equipment.
- the staff's knowledge of the early learning goals.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are forming good relationships with their peers and adults. Their behaviour is very good, they are learning to work independently and as part of a group. Children are able to take turns and share with support from staff. They engage to a high level in the activities offered. Through planned activities, children become aware of cultural, religious events and customs from around the world and at home. There are some missed opportunities for children to develop independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well, and are confident to speak in large groups and individually. They use books well and know that print carries meaning and is used for different purposes. Children listen to stories and rhymes both in groups and individually, they are able to participate and predict. However, the setting lacks displays of the written word and there are insufficient opportunities for children to identify their names or to begin to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning simple number operations and are able to count from one to ten and beyond. Through simple games they learn to measure. Children are able to use language to describe and compare size and shapes. Through a variety of practical activities children are learning to weigh and measure. Staff support children in their use of mathematical language and when questioning children. There is a lack of examples of written numerals displayed around the setting.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children plant seeds and observe their growth. They discuss the days of the week and change the calendar. Through planned activities discussions are held about the local area and the local environment, children are also introduced to different cultures and beliefs through projects. Children have some opportunities to experience communication technology through equipment provided in the role play area, there is however a lack of opportunity for children to use programmable and interactive toys.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently around the setting, they are developing their climbing and balancing skills by using a range of different equipment. Through the use of pedal toys children are becoming adept at steering and negotiating around obstacles and people. During the course of a session children use a wide range of equipment to promote their fine motor movement. They are able to handle tools, cutlery, paintbrushes, construction and malleable materials safely and with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have opportunities to use a wide range of art and craft materials. They are able to express their creativity in the role and imaginary play area and through the regular cooking activities they undertake. Children enjoy the opportunities to make and to listen to music. They explore rhythms and sounds through the regular use of musical instruments, shakers and clapping. Children also have daily opportunities to sing familiar rhymes and songs.

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 written examples of words, the alphabet and numerals are displayed in the setting to support children's learning.
- Provide opportunities for children to identify and read their names and improve the opportunities for children to practice writing.
- Increase the opportunities for children to use programmable toys and equipment.
- Ensure that staff gain knowledge of the Early Learning Goals.

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.