



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109972

DfES Number: 512503

INSPECTION DETAILS

Inspection Date	21/10/2003
Inspector Name	Carol, Patricia Willett

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	HAPPYTALK NURSERY
Setting Address	THE CABIN ANSTEY PARK ALTON HAMPSHIRE GU34 1BA

REGISTERED PROVIDER DETAILS

Name	Happytalk Nursery 4843394
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ORGANISATION DETAILS

Name	Happytalk Nursery
Address	The Cabin Anstey Park Alton Hampshire GU34 1BA

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 Nursery School registered in 1996 as a private group. It operates from the scout cabin in the middle of Anstey Park close to the town centre of Alton. The children use the large hall in the building. There are also two smaller rooms available with kitchen and toilet facilities. Children have use of an enclosed outdoor play area. Happy Days Nursery serves the local area.

There are currently 26 children from two to under five years on roll. This includes funded three and four year olds. Children attend for a variety of sessions. The setting can support children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 to 15:00 on Monday, Tuesday and Thursday and from 09:15 to 11:45 on Wednesdays and Fridays. Children attend for a variety of sessions and bring packed lunches when staying all day or for longer sessions with lunch.

Four members of staff work with the children. Three of the staff have suitable childcare qualifications and one member of staff is currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership and has close links with the local infant school.

How good is the Day Care?

Happy Talk Nursery provides satisfactory care for the children. It is well organised to provide an effective learning environment. Staff work well together interacting well with the children to ensure they are secure and settle well into the group. Most relevant documentation is in place but procedures need to be in place to regularly review, evaluate and monitor the policies and all aspects of the provision.

Staff are aware of health and safety and take steps to ensure children are safe, encouraging good personal hygiene such as when washing hands but some safety

issues need addressing in the toilet area. Lunch is social time with lots of conversation between staff and children. Drinking water is not available at all times. Children can freely select from activities provided by the staff and ask for other equipment encouraging independence.

Staff plan and organise an interesting range of activities that the children enjoy. They use good interactive skills to extend children's thinking and learning. They have a caring friendly manner enabling them to know and support the children and their parents well. Good behaviour is valued and encouraged and children are co-operative, can take turns and share. However no named staff member is responsible for behaviour management issues.

Relationships with parents are good and useful information is provided for parents about the provision in newsletters and notice boards. Parents have good regard for the staff and facilities however more opportunities are needed to inform parents of their children's progress.

What has improved since the last inspection?

The previous inspection was a transition inspection and did not identify areas for improvement.

What is being done well?

- There is a qualified experienced team who work well together with good use made of staff and resources to ensure children's development. They are caring and friendly
- Staff provide variety of interesting and stimulating activities that the children enjoy.
- Staff are vigilant with regard for safety and hygiene, ensuring safe arrivals and collection and encouraging children's personal hygiene.
- Children are co-operative and behave well; they join in with enthusiasm and share and take turns. Staff act as good role models using praise and encouragement.
- Staff form good relationships with parents and children ensuring children's individual needs are met.

What needs to be improved?

- induction procedures for new staff and procedures for monitoring and evaluating provision including behaviour management
- availability of drinking water
- documentation including reviewing and updating policies; complaints procedure to include details of Ofsted; child protection policy to include a statement about allegations against staff

- opportunities for parents to receive information on their child's progress.

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
11	ensure that there is a named staff member who is responsible for behaviour management issues
12	provide opportunities for parents to receive regular information on their children's progress

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

How effective is the nursery education?

The provision at Happy Talk Nursery School is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals.

Teaching is generally good. Staff are kind and caring, relating well and building trusting relationships with the children. They act as good role models using please and thank you when talking to the children. They know the children and families well and what is needed to encourage the children to make progress. Good questioning techniques are used to extend the children's thinking and learning. Time, space and resources are used effectively however planning and assessment documentation needs to be reviewed and evaluated.

Leadership and management is generally good. The management team are committed to improving knowledge and qualifications. They are clear about their roles and responsibilities, working well as a team to provide a caring, supportive, lively environment for the children. There is some weakness in the recording of evaluations and monitoring of the facility.

Partnership with parents is generally good. Parents are given good information about the preschool. Staff build positive relationships with parents and share information, which enables the children's needs to be met. Parents' need more planned opportunities to share children's progress and comment on children's learning.

What is being done well?

- Staff work well as a team. They know the children well and are friendly and caring this enables the children to be secure and ready to learn.
- Children are confident and co-operative; they are well behaved and show good concentration. They form good relationships with the staff and are confident to express their needs and ideas.
- Children express their imaginations and ideas through a variety of interesting activities that they enjoy.

What needs to be improved?

- the monitoring and evaluation of all aspects of the provision and presentation of activities to enable children to get the most from their learning opportunities and including planning details to enable staff to be aware of learning objectives and how staff will be deployed
- opportunities for parents to share and comment on children's learning and receive feedback on the child's progress

- the program for children to develop phonic awareness.

What has improved since the last inspection?

The preschool has made generally good progress since the last inspection. Staff provide labelling around the room and a variety posters with writing such as numbers, shapes, colours and animals. Children are given opportunities to recognise, select and write their names throughout the session. Staff provide opportunities for the children to write for a variety of purposes including in the role-play area which encourages boys as well as girls to look at books and make marks. The preschool has made generally good progress since the last inspection. Staff provide labelling around the room and a variety posters with writing such as numbers, shapes, colours and animals. Children are given opportunities to recognise, select and write their names throughout the session. Staff provide opportunities for the children to write for a variety of purposes including in the role-play area which encourages boys as well as girls to look at books and make marks.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff and children form good relationships, children are confident, happy and ready to learn. Children behave well and can take turns and share and are co-operative and helpful when tidying away. They are confident to talk about home and are confident to remind staff about things previously discussed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to speak in groups and to other children and adults. Children write for a variety of purpose such as when writing recipes in the home corner and names on work. They listen and respond to instructions when sharing the musical instruments. Some opportunities are missed when reading stories and more opportunities are needed to develop phonic awareness.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children can confidently count to ten such as when counting animals at the table with frogs and snakes, sorting them into types and then counting. Children learn to recognise numbers in every day activities at story time and in number rhymes. Staff reinforce number recognition throughout with story props and posters on the walls. Staff help children understand calculation through practical activities such as counting and comparing numbers of girls and boys at registration.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are confident in their design and making skills employing suitable techniques to join materials such as when making caterpillars from recycled materials. Children are confident in using the computer; many children have good mouse skills. Children are given good opportunities to observe the natural world with items on the interest table and walks around the local park.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show good awareness of space and co-ordination. They move confidently around the setting and when moving in and out and around each other when singing songs with actions such as the firework song. Children are given good opportunities for climbing and balancing on the climbing frame. Staff give children the opportunity to use a variety of tools including paintbrushes, scissors, glue sticks, rollers and cutters.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children use imaginations well and express ideas freely in a variety of activities including role-play, craft and model making, exploring texture and shape. They enjoy singing songs and join in with enthusiasm matching actions and words to music. Children communicate their ideas to each other when playing together in small world play and at role-play. Sometimes presentation of creative activities limits children.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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

- develop systems to enable all aspects of the provision to be effectively evaluated and monitored
- improve the program to enable children to develop phonic skills to match letters and sounds
- plan opportunities to share children's learning with parents

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.