

# Brandon Happytimes Daycare Limited

Inspection report for early years provision

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**Unique reference number**

EY334279

**Inspection date**

26/08/2010

**Inspector**

Jim Bostock

**Setting address**

Brandon Primary School, Carr Road, Brandon, DURHAM,  
DH7 8NL

**Telephone number**

01913789890

**Email**

**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Brandon Happytimes Daycare Limited is owned and managed by a limited company which has another registered setting in the village of Chilton and has an association with the school where this provision is based. It was registered in 2006 and operates from two rooms within the Children's Centre building within the grounds of Brandon Primary School in Durham. In addition the multifunction room is used for a crèche when needed and the out of school service uses several rooms in the school. Children have access to a secure enclosed outdoor play area. A maximum of 42 children aged under eight years may attend the setting at any one time. The setting provides full daycare for children aged under five years and out of school care for children up to the age of 11 years. The setting is open Monday to Friday from 8am to 6pm, and closes for one week at Christmas and on Bank Holidays.

There are currently 42 children on roll. Of these, 35 are within the Early Years Foundation Stage. The setting is in receipt of funding for early education. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 10 members of staff, including the managers, who work directly with the children. Of these, two hold an appropriate qualification at level 5 in early years, six hold a qualification at level 3 and two are currently working towards a recognised qualification at level 3. One member of staff is currently working towards Early Years Professional Status. The setting receive support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting is effective in meeting the needs of all children and has good plans to ensure any children with special educational needs and/or disabilities are well cared for. Children feel valued and enjoy the experiences offered as staff successfully provide a happy and caring environment. The management team has a strong commitment to the ongoing development of the quality of the provision. This, coupled with secure self-evaluation procedures, means the setting demonstrates a good capacity to continue to set high standards in the care and progress of the children attending.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further the use of observation and assessment records, with particular attention to problem solving, reasoning and numeracy
- update risk assessments to include the collection and delivery of children to

the first school and the water butt in the outdoor area.

## **The effectiveness of leadership and management of the early years provision**

The manager and staff have a secure understanding of child protection procedures and know where to make referrals. The service has ensured all staff working on the premises are vetted and suitable to work with children. Designated staff are responsible for child protection, children with special educational needs and/or disabilities and managing behaviour. There are generally good records of risk assessments in place for the provision and outings to ensure any potential hazards are promptly identified and minimised. However, the collection of children from the school and particular equipment in the outdoor area has not been fully risk assessed. All required records are in place to ensure children are well cared for. A full range of policies, including equal opportunities are in place and shared with parents to ensure they are aware of the setting's responsibility. Management and staff effectively use the space available to ensure children have access to all six areas of learning in both the inside and outdoor play areas.

The provision is committed to the continuing development of the planning and assessment systems, to ensure children are appropriately assisted and challenged to progress. This, coupled with the fact that all recommendations from the previous inspection have been addressed, shows the strong focus on improvement and development of the service. The manager and staff are still developing records of progress which summarise some of the achievements made by the children whilst in the setting. They recognise the need to fully share these records with parents so that they have all necessary information to take an active part in assessing and promoting progress for their children.

Partnership with parents is good. Parents say that their children enjoy attending, are progressing very well and that communication with staff is very good. Staff communicate with parents at the beginning and end of each session informing them about their child's routine. Parents are invited to view their children's profile and are kept informed about the progress their child is making. This ensures they become involved with the children's learning and development. The setting has good links with other early years providers and schools and supports training to ensure staff are consistently updated with new information. A particularly valuable link is that with the host school which the majority of children attend, and which helps prepare the pre-school children for their move into the reception class.

## **The quality and standards of the early years provision and outcomes for children**

The staff have a strong understanding of the learning and development requirements of the Early Years Foundation Stage. They observe the children's individual learning and record their development in their profile folders. However, this system has just been trialled and is in the process of being fully introduced. As a result observations are not consistently recorded for all areas of learning,

particularly problem solving, reasoning and numeracy. This has resulted in some missed opportunities to highlight and help children fully develop their skills and knowledge in this area of learning. Next steps are identified for children to help plan for their future progress with staff using the information they have obtained from observations to challenge and extend children's learning as they play.

The setting is most welcoming, with friendly, attentive and interested staff who listen to the children. Relationships are warm and caring so that children develop a sense of being a respected member of the group. Children behave very well because they know and understand the rules of the setting. Staff supervise children very well, model accepted behaviour and consistently respond to any inappropriate behaviour quietly and calmly. Children develop very good communication skills through daily discussions, themes and topics, which is highlighted by parents. They use the very good outdoor area every day where they enjoy playing with construction blocks and using their imagination as they work together to make an ice cream factory, plant and grow vegetables, use magnifying glasses to find and examine snails and ride wheeled toys.

Children learn about healthy lifestyles. They understand the importance of washing their hands before eating and thoroughly enjoy the social experience at meal and snack times. The children sit at tables to eat and know which foods are healthy and which are not. They demonstrate good table manners because adults provide positive role models, initiate conversations and reinforce appropriate behaviour through praise. Relationships between all children are good and they confidently access the activities which they find exciting and enjoyable. For instance, whilst engaging in role play outside children work together to hang washing on the line and care for a range of dolls. Children listen to staff, readily line up at the door before going outside and respect the rules of the group. This helps children to develop the necessary personal and social skills to support their future economic well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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