

# Happitots Day Nursery

Inspection report for early years provision

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**Unique reference number** 316020  
**Inspection date** 22/02/2011  
**Inspector** Janet Singleton

**Setting address** 31 Chorley Road, Westhoughton, Bolton, BL5 3PD

**Telephone number** 01942 815 702

**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

Happitots is owned by a private provider and was registered in 1992. It operates from an end-terraced property in Westhoughton, Bolton. The nursery serves the local area. The nursery is accessed via steps to the main playroom. The baby unit is situated on the first floor. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. It is closed on bank holidays. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the nursery at any one time. There are currently 30 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of childcare staff, of these two are working towards appropriate early years qualifications at level 2 and six hold early years qualification at level 3 or above. The setting receives support from the local authority early years team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners have supportive relationships with children. They use the appropriate observation, assessment and mostly effective planning systems to support children in making satisfactory progress towards the early learning goals. Partnerships with parents and others are in place and contribute to meeting children's individual needs, therefore, providing an inclusive service. All required policies and procedures are in place. The setting is mostly safe and secure. The system for evaluating the quality of the provision is in its infancy with regard to the monitoring of the development for the future and any action taken.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that hazards to children are kept to a minimum, specifically with regard to the hot water in the bathroom (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register)

10/03/2011

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

- provide resources which assist children in building their knowledge and understanding of diversity and the differences and similarities of people
- use the information gained from the sound observations on children's learning priorities to inform future planning to enable this to truly reflect their learning and development needs at all times
- further develop the procedures and systems for the self-evaluation of the nursery in order to monitor the development and continue to improve outcomes for children.

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

The arrangements for safeguarding are satisfactory, with practitioners being aware of and confident of the action to take should they have any concerns. Robust vetting procedures undertaken on all staff, for example, a criminal record check, references and induction, means they are suitable to be with the children. The premises are mostly safe with procedures in place, for example risk assessment and health and safety policies, to further safeguard children. However, the water in the bathroom was deemed to be too hot, although the danger is limited because children are supported in the bathroom by staff. Risk assessments are in place and reviewed when necessary.

Practitioners have a sound understanding of the areas of Early Years Foundation Stage. The appropriate planning and observation systems ensure that children's interests are planned for to provide enjoyable experiences. Deployment of resources is well thought out, with both staff and toys all being within reach to children. This enables them to be supported and to make choices. Equality of opportunity is promoted as children, regardless of gender, have access to the varied and enjoyable range of resources. They learn about the differences and similarities of people through focused activities and observing positive images, for example, posters and pictures of people of the world. However, resources to promote their understanding and to build their knowledge of diversity are limited.

Relationships with parents are satisfactory. They can view their child's folder of work at any time and provide feedback about what is taking place with the child at home. The noticeboard, newsletter and the sharing of policies and procedures inform them about the service provided. Comments from parents are positive and include information on the progress their children are making. Managers are aware of the need to build meaningful partnerships with external agencies. The manager and staff are responsive to suggestions to improve the service and have made links with the early years advisor regarding self-evaluation and assessing the quality of the provision. The manager is mostly aware of the strengths and weaknesses of the setting, although the system is in its early stages and not sufficiently robust to be meaningful. Training is promoted for all staff to increase their knowledge and skill and therefore improve outcomes for all children.

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

Practitioners have a sound understanding of the Early Years Foundation Stage to support children in making satisfactory progress towards the early learning goals. Through sensitive observations and the identification of the children's next steps in their development, the staff successfully identify their priorities for learning. However, this information is not used to inform future planning in order to successfully plan for their individual identified needs. Practitioners deliver a balance between child-initiated and adult-led activities which allows children to make lovely choices, for example, sitting quietly and reading a book or joining in the dance activity.

The practitioners are strong in providing for children's problem solving and mathematical development. Staff and children sit together discussing the value of money. They examine the coins and children understand that a coin with the number 10 means it has a value of 10 pennies. They talk about what it will buy and about paid work, deciding how much money certain tasks are worth as they are learning that money can be earned. As a consequence, they are developing good skills for the future. Children's physical and creative development is promoted with enthusiasm. They dance and move their bodies to the music. They access musical instruments, making their own music and dancing freely as they interpret the music and rhythm. They are engaged and motivated with lots of laughter and determination as the children succeed in their task. The lovely welcoming book corners invite children to use them as they freely choose a book, sit together and read, or tell their story to each other. Younger babies were observed to choose a book, take it to the member of staff and then sit in the cosy book corner waiting for staff to come and read to them. They enjoy the cuddles and close relationship of the activity. Children are competent on the computer and demonstrate good control of the mouse as they continue to develop their good skills for the future. Staff join in the activities with the children which contributes to their well-being and enriches their experience. Children are active learners and their independence is prompted as they pour their own drinks when they are ready, helping and assisting each other when needed.

Children understand the rules for behaviour and are well mannered. They are enthusiastic, content and happy in their play. By engaging in everyday activities, for example, hand washing, children learn about sound health practices. They enjoy healthy snacks and, through discussions, learn about healthy choices. The practitioners' fitting use of praise and involvement in the children's play develops their sense of self-worth and esteem, and as a consequence, children are learning and developing in a positive and beneficial environment.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 10/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 10/03/2011