

Happy Child Day Nursery

Inspection report for early years provision

Unique reference number	118137
Inspection date	05/02/2011
Inspector	Deborah Orchard
Setting address	Woodgrange Avenue, Ealing, W5 3NY
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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

Happy Child Day Nursery is one of 13 nurseries run by Happy Child Limited. It opened in 2000 and operates from four rooms in a one level building in Ealing Common in the London borough of Ealing. Children share access to a secure enclosed outdoor play area. It is open each weekday from 8.00am to 6.00pm for 52 weeks a year. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 39 children may attend the nursery at any one time. There are currently 62 children on roll. The nursery cares for a number of children who have English as an additional language and children with disabilities and/or special educational needs

The nursery employs 13 staff, including the manager, of these, 11 hold early years qualifications to at least level 2. One member of staff is working towards a qualification. In addition, the nursery employs a cook and out of hours cleaners. The nursery receiving funding for 3/4 year olds. The setting offers extra curriculum activities in French, ballet, sport, baby massage and gardening.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are able to play happily in a warm and friendly environment, where staff recognise the uniqueness of each child. An interesting range of activities are being provided, enabling children to make progress in all areas of their learning and development. Overall, the setting is well run. The setting regularly reflects on their practice., They are able to identify their strengths and areas for further development, demonstrating their capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to mark make their own work
- ensure sufficient furniture is made available for younger children to be able to sit together at meal times

The effectiveness of leadership and management of the early years provision

Children are being safeguarded as staff understand their role and responsibilities with regard to child protection. There is a suitable policy, procedures and designated person in place. Written risk assessments and daily visual checks are carried out on all areas of the premises used by children. The setting understands their requirements to carry out risk assessments for any outings undertaken and

has systems in place to record these, when the need arises. A wide range of policies and procedures are in place, which helps to ensure the setting runs smoothly. Children are cared for by suitably vetted staff, procedures are in place to ensure that any person unchecked is not left alone with children. The staff are keen to enhance their knowledge by attending training courses. Use of a written self evaluation enables the team to identify their key strengths and areas they wish to develop. They participate in regular meetings and appraisals to reflect on their work and share information. The recommendations raised at the last inspection have all been addressed, demonstrating the team's ability to continuously improve outcomes for children.

All children are treated with respect by the caring and nurturing staff team. They work well together, providing a welcoming and stimulating environment, which supports children in all areas of learning. Suitable resources are easily accessible for children, enabling them to make independent choices in their play. Many of these positively reflect diversity within the community. Children can see their art work on the walls and lots of photos are being displayed. This helps children to feel secure and have a sense of belonging within the setting. Most areas are well organised and provide a suitable range of furniture to meet the needs of children attending. However, the youngest children are currently not able to all sit and eat together at meal times, due to the limited amount of chairs currently available in this area.

The staff share positive relationships with parents. Daily verbal communication and diaries for the younger children, helps ensure continuity of care. Verbal feedback from parents indicates they are happy with the care their children receive. The parents can see lots of information, which is on display. This includes, key policies and photos and information about the staff working in the setting. In addition, the parents receive monthly newsletters and are able to attend progress meetings and informal open mornings. The setting has established strong links with other's involved in the children's care to ensure children's individual needs are being met. The setting carries out school visits and participates in activities with the children to support them in their transition to school.

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

Children are provided with good opportunities to help them make steady progress across all areas of learning and development. They are confident and happy, showing enthusiasm for the activities available. Children initiate a lot of their own ideas as they busily help themselves to the resources. They know the routines well and join in group activities and circle time happily. For example, they have a lovely time singing action songs and talking about their feelings. This is brought to life, by the use of puppets and picture props, which the children thoroughly enjoy. They explore the well equipped outdoor area, using the climbing wall and manoeuvring the wheeled toys with growing confidence.

The staff have an understanding of the Early Years Foundation Stage and plan to

meet each child's needs. A key person system is in place, which ensures children are being well supported. Observations are carried out sensitively, whilst children play. These are used to help identify and plan the next steps in their learning. Information regarding each child's development is recorded in attractively presented children's journey books, which also include photos and examples of children's work. These are shared and discussed with parents.

Children regularly access books from the comfortable book area. They hold these correctly and enjoy talking with adults about the content of these. They have opportunities to use a variety of chalks, pencils and crayons, although they not regularly being encouraged to mark make their own work. Children enjoy cutting and are mastering skills in holding scissors correctly. There are a selection of right and left handed scissors available to meet the needs of children attending. Babies enjoy exploring the treasure baskets and grasp objects, which helps develop their small muscle movements. They have fun as they help themselves to musical instruments and enjoy listen to the different sounds these make. Children learn about how things work as they have access to a computer. They explore the natural world as they look at mini beasts and participate in gardening activities. Children learn about the wider world as they recognise different festivals and have discussions during circle time. They respect each other and learning to understand they are all unique. Children who speak English as an additional language are supported by staff who use pictures, gestures and learn key words in the child's home language. Children play happily alongside each other as they develop their imagination in the home corner, trying on different outfits.

Children behave well in the setting. They learn to be responsible as they help to tidy away the toys as part of their daily routine. The staff act as positive role models, talking politely to children and encouraging them to use good manners. They learn to be kind to their friends, giving each other a hug to say sorry, if they have upset each other.

Healthy lifestyles are promoted well in the setting. Children regularly benefit from fresh air in the outside area. They help themselves to drinking water and freshly prepared fruit from the attractive snack bar. This helps them develop their independence. They enjoy healthy foods, which are prepared to meet their individual requirements. They talk about why they wash their hands and explain to staff which times are the most important to remember to do this. Children are able to learn how to keep themselves safe. They understand why it is important not to run indoors and participate in fire drills, so they know how to respond in an emergency situation. They are able to feel secure with the adults who care for them as their needs are recognised.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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

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