

Happy Tree (West Drayton)

Inspection report for early years provision

Unique reference number

EY402429

Inspection date

05/05/2011

Inspector

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Setting address

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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 Tree (West Drayton) is privately owned. It opened in 2010 and operates from five childcare rooms. It is situated in West Drayton, Middlesex. A maximum of 107 children may attend the nursery, of whom no more than 97 may be in the early years age group at any one time. The nursery is open each weekday from 7am to 7pm all year round, except for bank holidays. All children share access to a secure enclosed outdoor play area. The nursery is arranged over two floors and in addition to the stairs there is a lift. There is an area for parents to park their cars while they drop off and collect children.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 100 children in the early years age group on roll, of whom 62 children receive funded nursery education. Children come from the local area. The nursery supports a number of children who speak English as an additional language and children with special educational needs, and or disabilities.

The nursery employs 19 staff. Over half the staff team hold appropriate early years qualification and a number of staff are working towards a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled in the nursery and are making good progress in their early learning. A number of actions were raised at the last inspection and the staff team has satisfactorily addressed most of these. A robust recruitment procedure is now in place to ensure the suitability for staff and risk assessments are conducted. Each child has a designated key worker and there is a designated person for safeguarding. However, there are still some weaknesses in staff's understanding of keeping an accurate record of children's attendance.

Staff have a good knowledge of the Early Years Foundation Stage and overall plan a range of activities to support children's learning goals. Comprehensive self-evaluation processes ensure that the staff team review practices and make improvements to the service provided. The partnership with parents is effective and ensures positive relationships are developed which impacts on the progress children make.

What steps need to be taken to improve provision further?

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

- improve the attendance register to ensure it includes the accurate times of children's arrival and departure(Documentation)

06/06/2011

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

- improve the procedure for recording incidents to ensure information is clearly documented
- consider all available space when planning activities to ensure all children can engage in both outdoor and indoor play in safety and comfort

The effectiveness of leadership and management of the early years provision

The registered providers have developed their understanding of the welfare requirements regarding checking staff's suitability to work with children and now have a robust system in place for ensuring all staff have Criminal Records Bureau disclosures undertaken. Staff are aware of their role and responsibilities with regard to safeguarding children; they have attended safeguarding training and understand the procedures to follow if they were concerned about a child. The manager and deputy manager are the appointed persons to take lead responsibility for safeguarding children.

Comprehensive risk assessments are now in place and daily safety checks are conducted by the staff to ensure high levels of safety are maintained. Particular attention is given to the outdoor area and staff check this area daily before allowing children outdoors to play. Detailed risk assessments are conducted for every type of outing to ensure children's safety is paramount when out in the community. Staff are deployed appropriately within the setting to ensure children's safety is maintained and that the ratio of adult to child is met.

Most of the required documents, policies and procedures are maintained to support the safe and efficient management of the setting. However, the record of children's attendance is inconsistently maintained and at times children are not always signed in immediately. This compromises children's overall safety. The procedure for recording incidents is not robust enough and results in information not being clearly recorded. Regular fire drills are practiced to ensure the staff team and children know what to do in the event of a fire.

The setting is well equipped with a very good range of safe and suitable furniture and equipment. Children's independence is fully promoted as they can access a full range of activities and equipment from low level storage units. Each room is well equipped with good quality toys to enable children to make progress in every area of their development.

The registered providers and manager have a clear vision and ethos for the development of the setting and this demonstrates a firm commitment to ongoing improvement. The self-evaluation process has been developed and is used

effectively to identify areas for development. The setting also works closely with the Local Authority and uses their Early Years Quality Framework to support them with continuous improvements. The registered providers have a strong focus on ongoing training for all staff and are committed to ensure they access training to increase their knowledge. The nursery supports a number of student's thorough training programmes.

Staff have a good knowledge of each child's backgrounds and needs. Parents complete a 'beginning to know me' form before starting and this enables the key carer to build up a clear picture of each child's routines, likes and dislikes to help them settle in. Staff are aware of the children's first languages and ensure they obtain key words for children who speak additional languages to fully support the children in their communication. They also use many visual clues and displays through-out the nursery to support all children's communication skills. The staff team have a strong focus and passion to embrace diversity within the nursery and celebrate a variety of festivals and events over the year. Each room has a designated coordinator responsible for ensuring their rooms reflect the wider community and ensuring resources promote positive images for children.

Parents and carers are welcomed into the setting and are encouraged to share information on their child to enable good working relationships to flourish. Staff keep parents verbally informed about their child's day and by the use of daily written reports detailing for example, what the child has eaten, any sleeps and activities. Parent's are welcomed to see their child's learning profiles as they wish and progress meetings are held regularly to discuss the children's progress in more depth. Parental comments indicate they are very happy with the service the nursery provides. The nursery has made some links with local schools and welcome teachers to visit to help with transition process to school. They also work in partnerships with other professionals involved with the children to ensure they fully support their overall development.

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

Children are happy and settled in the nursery and are making good progress in their development. The nursery atmosphere is generally calm, with most children absorbed in their play. Staff are sensitive to individual children's needs when they arrive, most children separate generally well for their parents or carers and are developing a sense of belonging in this friendly environment as they greet one another and join in with play.

The whole staff team have a good understanding of the Early Years Foundation Stage, which means they are confident in delivering the curriculum and supporting children's learning well. They have developed generally effective planning methods which takes into account each child's needs and interests. Overall, observation and assessment methods are good and support staff to identify the next steps of learning. The nursery takes lots of photographs of the children at play and uses some of these to display the routines of the day so children develop an

understanding and awareness of what happens next in nursery. Children's artwork is displayed at their level throughout the nursery and this supports children to feel valued.

Children in the under two's rooms are given good support in their learning. Staff are very caring and attentive to the young babies' needs. Babies are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are aware of providing exciting experiences to develop their senses and early development. Children thoroughly enjoy investigating and exploring the natural materials and watch in wonder as they pick up the bangles and shake them around and listen to the noise as they tip bottles up filled with seed. Toddlers thoroughly enjoy the freedom of moving around their room and are developing their physical skills as begin to walk and investigate their surroundings. They thoroughly enjoy exploring the texture and feel of shaving foam and giggle in excitement as they run their fingers through the foam.

Children are overall very happy, settled and confident. They are motivated and eager to learn due to the stimulating environment and the exciting and challenging activities that reflect and build on their individual needs and interests. The wide range of resources both indoors and outside are easily and safely accessible throughout the day. Children are supported by the staff who work closely with groups of children or individually to encourage and extend their play. Pre-school children are developing their skills for the future as they sit together at the computer, talking and laughing together as they follow a simple programme. This also supports their social development as they learn about turn taking and being kind to each other. Children's personal, social and emotional development is good. Staff promote and role model kind and caring attitudes which results in a calm and loving environment for children to develop firm relationships. Children's behaviour is handled sensitively and they respond well to praise and encouragement by staff.

Children have good opportunities to go outdoors regularly everyday. They thoroughly enjoy a wide range of activities which covers the six areas of learning generally well. They have taken part in activities studying and investigating mini beasts and have made a garden display to show their findings. They enjoy crawling through the play tunnel or balancing on the top of the tunnel. They have good opportunities to learn about the natural environment as they enjoy digging and have taken part in planting and caring for vegetables and herbs. As the outdoor garden is not very big staff usually plan time during the day for their groups of children to go outdoors. However, on occasions all the children play outside together and this creates quite a busy environment with lots of children and adults. Staff do not plan sufficiently enough to include setting up the pre-school room indoors which is near the garden to enable children to have some choice as to whether they play in or outside. Children have good opportunities to visit outside the nursery environment and go out almost everyday to local parks and shops.

Children are developing healthy lifestyles as they show a good understanding of following personal hygiene routines. Children independently go to the toilet and know why they need to wash their hands. They are provided with photo displays showing hand washing routines to remind them. They are provided with a variety

of snacks such as bagels with soft cheese, fruit or vegetables for snack time and water or milk to drink. Children are provided with healthy and nutritious home cooked foods which are freshly prepared by the chef on a daily basis. Individual dietary requirements are well catered for.

Children are learning to take responsibility for their own safety and the safety of others and are able to move around the nursery safely, confidently and independently. They learn rules of the nursery such as why they must not run indoors and taking care when on the stairs. Children's safety is further promoted by staff's good understanding of appropriate supervision levels, both inside and outdoors. Children are secure and self-assured as they are able to move around the setting as they choose, spending time interacting with their friends and the staff. Children take part in regular fire evacuation practices which teaches them about the importance of evacuating the setting quickly and calmly. However, their overall safety is compromised due to the staff not being vigilant in keeping accurate attendance records.

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	3
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	3
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