

# Happy Child Day Nursery - Kenton

Inspection report for early years provision

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**Unique reference number** EY218131  
**Inspection date** 16/05/2011  
**Inspector** Katie Dempster

**Setting address** St. Mary's Church, Kenton Road, Harrow, Middlesex, HA3 8DB  
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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 Nursery was registered in 2001 and it is run by Happy Child Limited. The setting operates from a church hall within St. Marys Church in Harrow in the London Borough of Harrow. There is access to a large main hall, a baby area, 2 additional rooms and a secure outdoor play area. The nursery provides a service for children from the local community. The setting is open each weekday from 8.00am to 6.00pm, with an option for early and later hours, all year round except Christmas and bank holidays and company inset days.

The setting is registered for 58 children in the early years age range and there are currently 80 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs 12 full-time staff and 3 part-time members of staff. Of these, nine staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both parts of the childcare register

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and progressing well in all areas of development. Staff interaction with children, in the main, is effective in encouraging thinking and communication skills. Systems for observing and planning are effective in meeting children's individual development needs. The partnership with parents is good and a two way flow of information is fostered which supports children in their care and development. Management and staff have a good understanding of the strengths and weaknesses of the provision, undergoing various systems for maintaining improvements.

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

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

- increase the use of well framed questions to encourage children's thinking and reasoning skills
- increase opportunities in the outdoor area and create an interesting and stimulating environment
- review risk assessments regularly to ensure safety is maintained within the setting

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

Staff at all levels are clear on their roles and responsibilities in relation to safeguarding and have policies and procedures in place to reinforce practice. The manager takes lead responsibility for child protection and has attended training to support her in this role. Clear and up to date systems are in place to support staff should they have any concerns about a child in their care. All visitors are required to sign in and out of the visitor's book to ensure a full record of everyone coming into contact with the children is maintained. Robust recruitment and vetting procedures ensure that all adults working at the setting are suitable to do so, and any staff members with pending checks do not have unsupervised access to the children. The play and learning environment is safe and secure at all times, staff are well deployed to supervise the children and secure entry into the premises is in place. Thorough written risk assessments have been carried out, taking into account a vast list of potential hazards to children, however these are not always kept up to date in line with agreed review time scales, to ensure children remain safe at all times on the premises. Staff do however carry out daily visual checks on the premises, both on arrival and leaving the setting.

The management and whole staff team work well to ensure the setting maintains continuous improvement. The company as a whole support the setting well and there are various systems in place such as a self evaluation folder, staff appraisals, and team meetings all in place to identify strengths in practice and areas for development. It is very much a team effort as all staff have contributed a development plan for the setting, completed during a team building training session. Furthermore, the new manager has a positive attitude to improving practice and shows drive to take necessary action.

Children benefit from the established relationships between the staff and their parents. Information is shared openly and there are notice boards around the setting and in each room to keep parents up to date with important changes or general information. Parents evenings and regular feedback from staff allow parents to be involved in their children's learning and development. Furthermore, parents of younger children receive a daily diary outlining what children have done each day, what they eaten and other pieces of information, this enhanced the continuity of care for the younger children.

Children have access to a wide range of resources and materials that are suitable for their age and stage of development. The equipment is stored at the children's level to ensure those of all ages can access equipment independently, promoting their freedom of choice and decision making skills effectively. Diversity is promoted well within the setting. They use a range of multicultural resources to learn about other cultures and beliefs, as well as gender unassimilated roles such as female fire fighters and construction workers. They also learn about their wider community and take part in charity events where they learn about those less fortunate than themselves and how they can help. For example, they raised money for a cancer charity by making and selling cakes or a cake sale at the nursery. These activities help children gain social conscience and develop skills for the

future.

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

Children in the setting have fun and are kept busy. They enjoy a wide variety of activities and experiences to promote their learning and development in all six areas of learning. Staff have a good knowledge of the Early Years Foundation Stage and implement a well balanced curriculum. They spend time observing the children using both spontaneous and focused formats, using the information to assess and plan activities for each individual child. These are then transferred onto the settings main plans, meaning all children benefit and make gains in their development. Staff are committed to their role within the setting, efficiently carrying out their duties, or spending quality time with the children. There are effective teaching methods in place, however questions to encourage children's thinking and reasoning are limited. Staff are warm and friendly towards the children and show lots of praise and enthusiasm. They facilitate children's learning well, offering many in-house 'extra curricular' activities such as Gujarati lessons, yoga and cookery sessions.

Babies form positive and secure relationships with staff members. They are given lots of cuddles and affection, further supporting their feelings of safety. Babies are progressing well as staff are aware of their developmental needs. The baby environment is well equipped and resources to stimulate and engage their attention. Older children confidently choose activities they wish to explore from the wide range of resources available. They apply their creative skills as they make collages and colourful 3D wall displays, and use their imaginative skills with the many role play resources available. Much of the children's work is displayed around the environment, giving them a sense of self worth and esteem. Children have access to a variety of reference and fictional books and know how to handle them correctly, they enjoy sitting in the comfy book corner and relax as they read their chosen book, or listen to a story with a member of staff. Children have access to ICT equipment and visits from specialist outside agencies who do workshops with children incorporating special sound effects and recording technology. Other interesting resources such as an xray light effect table help children gain knowledge and understanding of the world. They enjoy placing the body part photo laminates on the screen and seeing the bones appear. They also understand the theory behind the concept as they say, 'we need the light so we can see'. The outdoor area offers much space for large scale activities and gross motor skills, however, the environment lacks vibrant and interesting equipment and resources to encourage children's participation in outdoor activities.

Children are learning about safety through everyday activities and discussions with staff. They enjoy playing with puzzles linked to those that help us, and have been visited by a road safety representative who set up an imitation road crossing scenario within the setting for children to practise the green cross code. Children demonstrate a good awareness of how to keep themselves safe, for example,

when making their way to the outside area they are heard reminding one another not to run as its dangerous.

Children learn about and are encouraged to adopt healthy habits. Staff remind children to use a tissue to wipe their nose and wash their hands as part of the daily routine. Healthy and nutritious snacks are provided; children enjoy a selection of fruit and yogurts and hot dishes such as macaroni cheese, chilli con carne and apple crumble. Children's allergies are carefully considerate and robust procedures are in place to ensure these are known and recorded to ensure all staff are aware of the children's dietary requirements. The setting's cook does a session each day with the children where they discuss the menu, the ingredients, where they came from and how good for us a nutritious meal is. This importance placed on children's understanding of healthy eating is highly beneficial and will have positive long term effects.

Children's behaviour is very good because they are busy and occupied in activities that reflect their own interests, throughout the day. They follow instructions from staff well and are able to sit and concentrate well. Staff use gentle reminders, such as remembering to share as children play, to avoid a squabble arising. This proactive approach is very effective and creates a harmonious atmosphere within the nursery.

## 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

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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

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