

Happy Hours Nursery - Yatton

Inspection report for early years provision

Unique reference number 115264
Inspection date 31/05/2011
Inspector Rachael Williams

Setting address Hereward House, North End Road, Yatton, Bristol, Avon,
BS49 4AW
Telephone number 01934 876973
Email lor@happyhoursnursery.co.uk
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 Hours Day Nursery is privately owned and opened in 2001. It operates from both floors of a detached house in the village of Yatton in North Somerset. Children under two are accommodated on the ground floor in two play rooms and a sleep room whilst older children are situated on the first floor and use four rooms. There are toilet and nappy changing facilities on both floors. There are two secure outdoor areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a maximum of 43 children under eight years old; of whom, 15 may be under two years old. There are currently 53 children in the early years age range on roll. This includes children who are in receipt of free early years education. The setting supports children who speak English as an additional language. The group opens five days a week all year round. Sessions are from 8.00 am to 6.00 pm. The owner employs a manager who has a level 3 early years qualification. They are supported by seven staff; all of whom have early years qualifications including a qualified teacher and a practitioner with a foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel secure, happy and settled in the nursery as good relationships have been established. Good organisation of the environment and deployment of staff enable children to make good progress in their learning. On the whole, welfare and safeguarding procedures are promoted well. Some effective partnership working has been established. Key staff have a sound understanding of the strengths and weaknesses of the provision and take action to tackle identified weaknesses. Plans for the future are well-targeted to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- keep records of the information used to assess suitability to demonstrate that checks have been done including reference number and date of CRB Disclosures (Suitable People) (also applies to both parts of the Childcare Register) 17/06/2011

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

- fully embed monitoring systems to evaluate the service provided which includes staff, parents and children
- improve systems to share information with other early years providers and to consistently gain contributions from parents to further enable children's needs to be met
- extend resources to reflect the diversity of the children who attend

The effectiveness of leadership and management of the early years provision

Staff are proactive in identifying dangers and take positive steps to eliminate risks through appropriate risk assessment procedures which are documented. These include risk assessments of each type of outing. Systems to ensure staff's suitability have recently been reviewed and information is being gained to demonstrate that appropriate checks have been completed. However, this has not been fully implemented and valuable information is omitted such as, dates that CRB Disclosures have been completed and staff's main qualification. This is a breach of specific legal requirement, although does not impact on children's welfare as all required checks have been carried out. Through appropriate training, induction arrangements and the sharing of information at meetings staff are clear on their responsibilities to safeguard children. Appropriate use is made of appraisal systems to enhance staff's professional development through accessing relevant and ongoing training.

A dedicated practitioner works closely with early years advisers to tackle identified weaknesses. For example, planning and assessment arrangements have been developed so that children make good progress in their learning as staff become more familiar and confident with the process. On the whole, some good progress has been made since the last inspection with most recommendations being addressed such as, enabling children to independently access drinks throughout the day. As yet, evaluation systems are not fully embedded as they do not consistently include contributions from all staff, parents and children.

Parents are provided with relevant information through the use of notice boards, prospectus and well-written policies and procedures. Some good information is shared with parents on how to support their children through the 'tip of the day', for instance, explaining how to reduce distractions to support listening skills. There is a good exchange of information during settling in periods to help staff gain an awareness of children's individual needs and their starting points. Some positive relationships have been established with other agencies to support children and enable their individual needs to be met. For instance, staff work alongside speech and language therapists to promote the 'Every Child a Talker' initiative. However, partnerships with other early years providers are limited in order to collaboratively support children's development. There are sound systems in place to aid smooth transition for the older children as they attend school. There are effective arrangements in place to ease the transition from the baby unit to the pre-school rooms as relevant information is shared.

The nursery is well-organised to accommodate the children's developing needs. On the whole, there is a good range of resources which are easily accessible to the children so that they can make choices about their learning. Although, there is a good range of resources to reflect diversity these are limited to reflect the backgrounds of the children who attend. The environment is conducive to learning and staff deploy themselves well to ensure children's safety and that they achieve well through their interactions. Close and caring relationships are established. Consequently, staff have good knowledge of children's backgrounds and individual needs. Children for whom English is an additional language are supported through the use of visual timetables and staff take time to ensure their knowledge of key words.

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

Children are confident and settled within the nursery. They are very sociable and are keen to engage with visitors. For example, a toddler is keen to share how the toy train works; they competently press the driver's head down which makes it operate independently as well as showing how it can be pushed along the patio. Children have many opportunities to explore and investigate using their senses. For instance, older children explore texture, pattern and shape of a selection of shells whilst younger children are introduced to bottles with coloured liquid and sparkly shapes. Children show good spatial awareness as they complete puzzles observing the shape to match the space available. Children explore shape and colour as they use the paint dabbers which supports their mark making skills. Children are introduced to mathematical language as they explore the water. They participate enthusiastically in counting rhymes as they explore early calculation when considering how many ducks are left.

There are good systems in place to ensure that all staff have good understanding of each child's learning priorities which are used productively to plan appropriate activities both inside and out doors. Children's progress is evaluated through the use of observations and annotated photographs and these are regularly reviewed. Parents may access the learning diaries and more formal systems are being established to encourage parents to contribute more fully.

Children become aware of healthy lifestyles. There are frequent opportunities for them to be outside and engage in active play. The youngest children enjoy regular walks around the village and have a dedicated play area to explore. The outdoor area for the older children is being developed and, once risk assessed, children will be able to further explore climbing and balancing activities. Currently, children enjoy engaging in chasing games when they try and catch the hoops and tyres and negotiate pathways well on the ride-on toys. Children thoroughly enjoy healthy and nutritious snacks and meals. They are able to make healthy choices at snack-time with older children choosing from grapes, pear, banana and satsuma. Meals are provided by an outside catering firm and meet children's special dietary

requirements. Minor incidents are dealt with promptly as most staff have paediatric first aid qualifications and there are appropriately stocked first aid boxes accessible in all rooms. The nursery considers hygiene well with regard to sleeping arrangements. Each child has an individual named bag where their bed linen, blankets and comforters are stored.

Children are cared for in a safe and secure environment. Visitors are greeted at the main entrance where there is buzzer entry to the provision. Visitors to the setting are routinely recorded. Staff ensure children are collected by authorised adults and password systems are initiated to enable safe collection. Children use tools for a purpose and are aware of how to handle them safely for instance, they use scissors carefully when they explore the different patterns they can make on the paper. Children are routinely included in regular fire drills which are well documented. They have a very clear understanding of the routines. For instance, they know how to descend the stairs safely when visiting the garden or kitchen.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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

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:

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 part of the report (Suitability of persons to care for, or be in regular contact with, children) 17/06/2011

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 part of the report (Suitability of persons to care for, or be in regular contact with, children) 17/06/2011