

# Happy Child Day Nursery

Inspection report for early years provision

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**Unique reference number** 118111  
**Inspection date** 31/05/2011  
**Inspector** Kim Mundy

**Setting address** Green Man Passage, Ealing, London, W13 0TG

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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 opened in 1990 and it is one of 13 nurseries run by Happy Child Limited. The nursery operates in West Ealing in the London Borough of Ealing. It is open from Monday to Friday from 7.30am to 6.00pm all year round and it serves the local community. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is registered to care for up to a maximum of 35 children at any one time. There are currently 49 children on roll and they attend various sessions. The nursery is in receipt of funding for the provision of free early education to children aged three and four. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs 10 members of staff, including the manager. Of these, nine staff hold appropriate early years qualifications and one member of staff is working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall, children are having fun as they access the well balanced curriculum and learn through play. The enthusiastic staff team work well together to provide a safe and caring environment for the children. Positive partnerships with parents, carers and other professionals enable children's individual needs to be met effectively. Good health and safety arrangements promote the children's welfare. The thorough self-evaluation process enables the manager and staff to identify areas for improvement.

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

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

- plan more opportunities for children to encounter creatures, plants and natural environments.
- review the arrangements for story time so that children can respond to questions and sustain attentive listening.

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

This nursery is well led and managed; the kind and enthusiastic staff work well as a team to promote good outcomes for children. Clear and robust procedures are in place for the recruitment of staff, which includes Criminal Record checks. Children are safeguarded because staff clearly know the possible signs and symptoms of child abuse and the correct procedures to follow and what is expected of them

should they have concerns. In addition, visitors to the premises sign the visitor's book and children's nappy changes are recorded. Staff undertake daily risk assessments for the premises and outings, which means that children can make independent choices about what they want to play with and whether they play in or outdoors.

The nursery has good systems in place to constantly review their practice and make changes to benefit the children. The nursery identifies and prioritises areas for development and this includes the children's, parents' and staffs' views. Staff develop their skills by attending various training, for example, Food Hygiene and First Aid, thus benefitting the children.

The nursery provides an inclusive environment for all children and this in turn enables them to grow in confidence and self-esteem. Boys and girls alike achieve consistently well because staff plan for their individual learning whilst taking their interests in to account. Children who speak English as an additional language and children with additional needs are fully included in all activities; staff obtain some key words from parents in their first language and use picture symbols to assist with communication skills.

Positive partnerships with parents, carers and other professionals enable children's individual needs to be met effectively. Each child is allocated a key person who is responsible for overseeing their care, welfare and learning. Parents are also involved with their children's learning as they note their comments on their child's assessment forms, come in to talk about their culture and profession. Children also enjoy taking home a reading book to look at with their parents. The nursery links up with others to benefit the children, for instance, local receiving schools, Children's Centre and speech therapists. In discussions with parents during the inspection, they are unanimous in their positive feedback and state they are happy with the care and education their children receive.

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

Recording procedures with regards to medication, accidents and children's attendance records are effective and accurately maintained. Good hygiene procedures are encouraged. Children have individual flannels and bed linen, and they know when they must wash their hands in order to prevent the spread of germs. Children are learning about healthy eating and discuss teeth hygiene through planned themes and when the dentist visits. The qualified cook prepares nutritious meals and follows food hygiene routines and guidelines. Furthermore, children enjoy participating in cooking activities themselves as they weigh and mix the ingredients.

Children develop a good understanding of how to stay safe as they practise the fire drill and through themes, such as road safety crossing. They are taught how to use equipment safely, for example, as they cut with scissors and climb on apparatus. Thought-provoking visits from the Police and Fire Officers also support children's

understanding of people who help us.

Children are well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. They are keen to discuss what is and is not acceptable behaviour at their nursery. Children are developing friendships and are learning how to take turns and positively interact with each other. They are very proud to be the, 'helper of the day', as they set the tables for lunch. Independence skills are always encouraged, for example, as they pour their own drinks, make choices about what they want to play with and select materials and resources they wish to use during activities.

The nursery provides children with a good standard of care and education because staff have a clear understanding of the Early Years Foundation Stage and effective systems are in place to plan a well balanced curriculum and to assess the children's progress. Staff are able to support children's learning well through the continuous play provision and purposeful interactions with all the children. They record individual children's next steps for learning and are keen to further develop their exploration of living things.

Children are developing good communication skills; they hold lengthy conversations with adults and are able to express their thoughts and views. Children develop good early-writing skills as they write for many purposes and they recognise their name, and different words in the environment. They are becoming very aware that print carries meaning as they look at books, refer to them for information during activities, and enjoy listening to stories. However, due to the routine of the day, suitable arrangements are not consistently in place to enable all children to fully focus and enjoy story time. Children's imagination and self-expression are supported through a good range of creative and role-play activities. For instance, they enjoy acting out in the home corner as they dress up and make tea. Children show a keen interest in problem solving as they fit puzzles together, sink and float objects in the water play, pair socks, post shapes and build with various construction toys. They find out how things work as they use magnifying glasses and bug boxes, telephones and cash tills. Children are developing good control of the mouse as they use the computer.

Children's awareness of multicultural Britain is heightened as they celebrate various festivals, such as Diwali, Easter and Vaisakhi. There is a good range of activities, toys and resources to help children to appreciate difference, for example, books, dressing up clothes, dolls, posters and puzzles. Children are learning about their local community as they visit the Church, Sikh and Hindu Temples. They enjoy taking the nursery soft toys, Simba, Tango and Bolt on holiday with them; they are encouraged to take photos of what they have done with them. These are then displayed on the play room wall for children to share and talk about with their friends. The curriculum is further enriched by visiting teachers delivering weekly sports and computer sessions. In discussions with children, they state that they particularly like painting, playing with cars, sand and water, and computer games. Children's early learning experiences are positive in this safe, secure and caring nursery. Therefore, they are helped to develop good skills for their future learning and education.

## 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