

Happy Child Day Nursery

Inspection report for early years provision

Unique reference number	118118
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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 1992, and operates from a converted building in Ealing Broadway in the London borough of Ealing. A maximum of 50 children may attend the nursery at any one time. It is open each weekday from 7.30am to 6pm for 52 weeks of the year. Children have access to a secure enclosed outdoor play area.

There are currently 63 children aged from under one year to under five years on roll, some in part time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children with special educational needs and/or disabilities, and also those who speak English as an additional language. It is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. The nursery employs 19 staff, of whom, 12 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery values and respects children as unique individuals and effective partnerships with parents and carers helps to ensure that their individual needs are met appropriately. The staff's good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage contributes towards enabling children to make generally good progress in all areas of learning. The manager and her staff demonstrate that they are committed to continuously improving the practice of the nursery to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- provide outdoor equipment that offers physical challenges to older and more confident children
- enable all children to have routine access to a mouse and keyboard to enable them to interact with age-appropriate computer software.

The effectiveness of leadership and management of the early years provision

The manager and her staff have a secure knowledge and understanding of safeguarding matters. Clear policies, strategies and procedures are in place to unpin the nursery's commitment towards the safety of children. Detailed risk assessments of the premises effectively identify how all potential hazards to

children are managed. Risk assessments for outings are also in place and used to further protect children from harm. The robust recruitment process ensures that all staff having unsupervised contact with the children are subject to appropriate suitability checks. Children learn how to keep themselves safe. For example, they are taught how to handle scissors without endangering themselves or others. They also participate in routine emergency evacuation drills and learn how and where to cross roads safely.

The manager fully recognises the benefits to the children and their families of continuous improvement. She successfully communicates her high expectations to her motivated staff team, and they play an active role in the development process. Together they reflect upon their practice and have produced a detailed self-evaluation document that accurately identifies areas of strength and those to enhance. For example, recently they jointly reorganised and developed the outside play area. This had a positive impact upon the children as it excited and re-energised them to make good use of the resources. Plans for the future include further changes to the garden to create an even richer play environment by creating a large sandpit. Further recent successes include the redesigning the system used to monitor the progress of the children. Staff now feel more confident in their ability to track children's progress more efficiently. The recommendations made at the last inspection have all been fully implemented and have resulted in children's independence being promoted and a healthier diet being provided.

The positive links established with parents ensure appropriate and consistent care is provided for each child. All key information is gained from them about their child when they join the nursery. Parents are invited to attend a 'Parents evening' each term to speak to the key person about their child's progress and discuss future plans. Parents also have the opportunity to voice their ideas and suggestions for changes through discussion with the manager or by using the suggestion box. During the inspection, several parents commented that they are highly satisfied with the quality of care the nursery provides. They stated that the manager is very professional and responds quickly to queries and anxieties, and that the staff are caring and nurturing towards the children. The manager and staff also work effectively with other agencies to develop the knowledge and skills required to ensure that children needing additional support are fully including in the life of the nursery.

The recent refurbishment of the nursery has created an environment that is conducive to children's learning. The new range of furniture helps to promote children's independence by enabling them to access resources of their choice from open fronted shelving units. The nursery is well equipped with a wide range of play materials and resources that are fit for purpose and support children's all-round development. The room used by the youngest children, and part of the room for children aged under two years are designated as 'no shoe' areas. This keeps the carpets clean and ensures that non-mobile babies can lay and crawl on the floor with no obvious risk to their health.

The nursery actively promotes equality and diversity. Staff treat the children as unique individuals and provide appropriate care to support their needs. For example, robust systems are in place at meal times to safeguard children with food

allergies. The rich range of cultures and backgrounds of the staff team and children means that there are good opportunities to learn about and respect difference. The customs and traditions of a range of religions and cultural festivals are acknowledged and enjoyed. A variety of resources, including role play equipment and books also enables children to learn about and respect diversity within society.

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

Children enjoy their play and become active learners as they enthusiastically engage in a wide range of fun and stimulating activities. Staff have a thorough understanding of the six areas of learning and provide experiences and resources to enable children to progress successfully towards the early learning goals. Each child is observed as they play to determine their interests and their stage of development in each learning area. This information is used to identify their next learning priority to enable them to continue to be interested in learning and make further progress. The learning journey files clearly show how the children are developing. Communication and language is well promoted. Phonics is used to help children understand how words are formed. The library is visited regularly to develop children's enjoyment of books and stories. Resources to promote numeracy and problem solving are used well by staff and children have fun learning shapes and counting. Children have access to a 'boom box' for listening to music, and a 'light box' to foster their ability to use information and communication technology. Parents are also able to buy weekly sessions for their child to learn how to operate computer programmes. Although the computer is available for other children to access independently throughout the week, it is not located in an easily accessible area. Therefore, some children have limited opportunity to develop these important skills.

Children learn the importance of adopting healthy lifestyles. They understand the consequences of poor personal hygiene, and relate which foods are good for you, and which to avoid. Freshly cooked meals are served each day. The menu includes pasta, chicken, salad, fresh fruit and vegetables. Children also understand the importance of protecting themselves from the harmful affects of the sun as they rub on sun screen before playing in the garden. Children enjoy playing in the outside area because it is well equipped and serves as an extension of indoors. They also have good opportunities to benefit from physical exercise outside as they dig in the planting area, ride bikes, and generally run around. However, the garden equipment does not offer appropriate physical challenges to older and more confident children.

Children display a strong sense of belonging and security within the nursery. They build close relationships with staff and their peers, learning the skills necessary to collaborate and co-operate as they play. Becoming familiar with the routine and knowing what is expected of them helps children develop confidence and good self-esteem. Younger children receive warm, nurturing care and enjoy positive

interaction with the staff.

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