

Happy Kidz

Inspection report for early years provision

Unique reference number

EY356796

Inspection date

10/11/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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 Kidz private day nursery opened in 2007. It is situated in a residential property in East Hull. The setting operates from two playrooms and a sensory room on the ground floor of the premises and there is an enclosed play area. It is open five days a week, from 7am until 6pm. The setting is registered to provide care for 48 children up to eight years. There are currently 73 children aged from nine months to four years on roll. Children attend for a variety of sessions and are drawn from the local area.

The setting employs 12 staff, of whom, 11 hold a relevant childcare qualification. The nursery is in receipt of nursery education funding. There are currently 25 funded children on roll. The nursery welcomes and supports children with special educational needs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a secure and welcoming environment. The qualified staff recognise and respond to individual requirements of children and strive to ensure their care, learning and welfare needs are met. All children make good progress in their learning and development as they enjoy a wide range of play opportunities, both indoors and outside, which generally covers all aspects of learning well. The nursery keeps the parents informed about what their children are doing, using daily diaries and obtains information about their needs and routines. The staff are enthusiastic and are starting to reflect upon their practice to identify aspects for development.

What steps need to be taken to improve provision further?

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

- update the policies and procedures to show the correct Ofsted contact details
- develop opportunities to increase children's awareness and understanding of the culture and belief of others
- develop systems for self-reflective practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- enhance current arrangements for children to benefit more from the outdoor learning environment

The effectiveness of leadership and management of the early years provision

Children are well protected because all staff have a good understanding of safeguarding procedures. Staff have completed relevant safeguarding training and

are aware of their responsibility to refer any concerns about a child's welfare. Children are protected as the well-qualified staff keep the premises secure and supervise the children at all times. Regular risk assessments ensure hazards are reduced and daily checks ensure the environment is safe for children. The nursery has separate risk assessments recorded for trips away from the premises, such as, visits to the local park. Monitoring systems are in place for all the record keeping. Policies and procedures are reviewed and updated accordingly and the manager makes good use of a range of monitoring activities relating to the provision and outcomes for children. However, some written procedures are underdeveloped. For example, those relating to the settings record of complaints. This means that although good working practices keep children safe and secure and most written information is in place to support this, some have limited information or are not clear, to fully ensure their effectiveness. There is a positive commitment to bring about future improvement. For example, by working with other professionals to raise quality standards and improve learning opportunities for children. Recommendations raised at the last inspection have been addressed. The staff are working hard to identify and action areas for development.

Positive relationships with parents exist and good working practices are being developed, enhanced and extended by fostering partnerships with the nearby school, local authority, and other professional agencies. Parents and carers are encouraged to share what they know about their child when they first start, which helps staff to have a sound knowledge of each individual child's background. Opportunities for parents and carers to contribute to what their child is to do next, enables them to become more involved in their child's learning. Resources are well-organised, fit for purpose and support children's development. The outside area is large, enclosed and has lots of different areas to keep children entertained, such as, a quiet sitting area, slide, ride-on bikes and a roped climbing frame. This gives the children lots of opportunities to enhance their own personal, emotional and physical development. However, opportunities to access the outdoors independently are limited. Adults have a good knowledge of children's background and needs and recognise that each child is unique. Some attempt is made to introduce children to aspects of a multi-cultural environment, with books and a limited amount of activities which reflect the wider world. Staff are aware of how to support children with special educational needs and/or disabilities and have appropriate systems in place to fully support individual children.

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

Effective key person systems in the nursery enable children to develop good relationships and attachment with their peers and those who care for them. Consequently, children are well settled and secure and generally make good progress in their learning and development. Staff complete regular holistic observations on the children's play and record this in daily diary books and the child's own individual learning record. This information is then used to plan activities to enhance individual learning and progression. Babies are cared for in a calm and supportive atmosphere where their emerging skills are nurtured well. For example, they love to explore the texture of the play dough and to reach out for

attractive resources as they attempt to crawl or take their first steps. Toddlers experience a wide range of activities, such as, feeling the shredded paper, drawing and simple puzzles which they can explore for themselves. Children of all ages enjoy listening to stories, singing and dancing. This was evident when one boy performed his own dance routine, attracting many friends to come and join in. Children access simple technological toys, babies and toddlers enjoy the cause and effect resources, while older children are becoming more familiar with the computer and digital camera. This means the children are developing sound skills for the future.

Children are confident with the staff and have access to fresh drinking water as they recognise that they are thirsty, this promotes independence. The older children are able to plan for and assist in the serving of varied and fresh meals, prepared daily on the premises. 'Sneaky pie' is a clear favourite on the menu, with both the adults and children. Staff are role models as they sit together and learn good table manners. The children follow good hygiene routines. Older children show understanding of how to stay healthy as they talk about the reasons why they have to wash their hands before dinner or a snack. Children demonstrate good coordination and spatial awareness. They skilfully manoeuvre wheeled toys around the outdoor area and happily climb on the roped play equipment.

Children are included in the setting and are developing their skills in making a positive contribution. Children behave really well, staff support all children in taking turns and sharing through distracting and redirecting them. Older children are developing an awareness of acceptable behaviour as staff offer clear explanations. Staff get to know the children well because they have developed close relationships with parents. This means that children's individual needs are met effectively. The nursery has resources, which reflect the wider world and they introduce some activities with the children to recognise the diversity of the world, though these are limited to develop an understanding of differences in beliefs and culture. Parents and carers are well informed about all aspects of their own children's achievement, well-being and development.

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