

Happy Kidz Nursery

Inspection report for early years provision

Unique reference number	509957
Inspection date	05/12/2011
Inspector	Laura Hoyland

Setting address	1 James Reckitt Avenue, Hull, HU8 7TH
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Happy Kidz Nursery and Out of School Club is privately owned and managed. The setting was registered in 1996 and operates from a three-storey building situated in the east of Hull. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting serves the local area and is registered for 84 children of which no more than 61 may be in the early years age group. There are currently 86 children on roll, of whom 73 are in the early years age range. Children attend for various sessions and full days. The setting provides funded early education for two, three and four-year-olds.

The setting is open five days a week from 7am until 6pm, all year except bank holidays. Children are cared for in four main rooms according to age and have access to toilet and hand washing facilities. In addition, there is a main kitchen, milk kitchen and a staff room. All children have access to secure outdoor play areas. The setting supports children with special educational needs and/or disabilities. There are a team of 16 staff, of whom two have Early Years Professional status; 15 have relevant childcare qualifications to level 3. The setting is a member of the National Day Nursery Association, Pre-school Learning Alliance and 4Children. It has also received an Investors in People Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's safety and welfare is compromised in the setting because recruitment procedures are not sufficiently robust. Health and safety checks are not adequately conducted and some documentation to ensure children's health, safety and well-being is not in place. These are breaches of the welfare requirements. Children progress sufficiently in all six areas of learning as staff have a basic knowledge of the Early Years Foundation Stage. Staff have developed partnerships with parents but are yet to develop links with other providers to ensure children's learning and development and welfare needs are met. Staff are aware of the setting's strengths and some areas of weakness but have not effectively secured improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure records are kept of unique reference numbers of Criminal Records Bureau disclosures obtained and the date they were obtained (Suitable People) (also applies to both parts of the Childcare Register) 19/12/2011

- review the risk assessment at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 19/12/2011
- conduct a full risk assessment for each type of outing (Safeguarding and promoting children's welfare) 19/12/2011
- ensure parental permission is requested to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 19/12/2011
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation). 19/12/2011

To improve the early years provision the registered person should:

- improve systems used to make decisions on the suitability of staff using evidence from references
- develop opportunities to share relevant information about children's progress within the Early Years Foundation Stage with other providers to promote effective continuity and progression
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are not adequately safeguarded in the setting as recruitment procedures are not robust. For example, managers do not record Criminal Record Bureau numbers and dates obtained for all staff to provide a record of ongoing suitability. Parental consent is not obtained to seek emergency medical treatment for children in the setting. Risk assessments are conducted for the premises, however, they are not regularly reviewed and risk assessments for outings conducted by staff do not identify potential risks to children's safety and well-being. This means that children are not adequately safeguarded on-and-off the premises and these are breaches of regulations. In addition, suitable references are not obtained for all staff to ensure they are suitable to work with children.

The environment is well organised and accessible to all children. This means that children can move around with confidence and self-select resources to play independently or with their friends. Staff have a basic knowledge of the Early Years Foundation Stage and use this to generally support children's learning. Staff plan group activities and observe children regularly. However, planning is not consistently tailored to children's individual needs. Staff accurately identify the strengths of the setting and some areas of weakness. However, self-evaluation has failed to identify a number of significant weaknesses. This means that systems of self-evaluation and communicating ambition to support continuous improvement in the setting are inadequate.

Relationships with parents are generally positive. For example, the staff obtain information from parents regarding children's routines prior to children commencing at the setting. This means that parent's wishes and children's welfare needs can be effectively met. However, partnerships with other Early Years Foundation Stage providers and schools have not been formed. This means that information is not shared to ensure children's achievements and well-being are promoted.

Children with special educational needs and/or disabilities are welcomed into the setting. However, systems to ensure that all children make the best progress possible are not sufficiently established in delivering results consistently. For example, staff are not always pro-active in obtaining information with regard to children's special educational needs/or disabilities to ensure they are fully included in the life of the setting.

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

Children are happy and settled in the setting and demonstrate a sense of security. For example, children take turns to choose songs at group time to sing with their friends. Children are developing a sense of how to stay safe within the setting. For instance, children hold the handrail while negotiating stairs and walk sensibly in single file. However, although children are displaying an understanding of how to stay safe the inadequate recruitment procedures and insufficient documentation mean that children are not kept suitably safe in the setting.

Staff engage children in regular conversations about healthy lifestyles. For example, they discuss healthy foods that help children grow and make their bones strong. Children follow appropriate personal hygiene routines. For instance most children independently wash their hands prior to eating although some children need prompting by staff. Children enjoy physical activities and are enthusiastic to play outdoors as the staff encourage daily physical play. For example, children play on bicycles and large ride on toys and older children can use the climbing frame. This enables children to develop skills in using their bodies and develops their large muscles.

Staff regularly observe children and link observations to the six areas of learning and observations are then used to inform parents of children's learning and development. Staff observe children to ascertain their starting points on entry and to get to know the children in their key group. However, planning is inconsistent and systems are not fully embedded to ensure all children make good progress.

Children behave well in the setting because staff use regular praise and explain the rules and boundaries as children play. For example, staff remind children to share resources when they creatively play with expanding snow in the messy play area. Children are developing respect for themselves and others. For example, children

cooperate with each other as they complete a jigsaw as a group. Staff ensure resources to introduce new ideas and promote diversity are accessible to children. For example, staff read books with children about different cultural beliefs and festivals. Children celebrate many festivals in the setting including Diwali, Christmas, Chinese New Years and Easter because staff plan interesting activities to engage children. For example, children try new foods from different countries and this develops children's knowledge and understanding of the world.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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 section of the report (Suitability of persons to care for, or be in regular contact with, children) 19/12/2011
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 19/12/2011

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 section of the report (Suitability of persons to care for, or be in regular contact with, children) 19/12/2011
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 19/12/2011