

# Happy Child Day Nursery

2 Victoria Road, Kilburn, London, NW6 6QG

<b>Inspection date</b>	11/09/2012
Previous inspection date	03/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy themselves at this welcoming nursery and have formed positive relationships with each other and staff
- Staff provide children with a range of quality toys and resources, both indoors and outdoors, which help them to make good progress in their learning and development
- Staff use their in-depth knowledge of children's capabilities and interests to plan well for the needs of individual children
- Staff establish effective partnerships with parents that support children's learning and development positively
- The daily routines implemented by staff mean children's healthy lifestyles are promoted well
- Good partnerships with outside agencies help to meet all children's needs
- Management's robust systems for self-evaluation identify realistic and achievable areas for development and staff constantly strive for improvement successfully.

### It is not yet outstanding because

- Staff do not always give children sufficient time to express themselves as effectively as possible to fully support language development before they start school.
- Staff do not make the most of opportunities to help children develop an interest in the printed word , including seeing their home languages in print.

- Staff do not provide a sufficient range of technology resources to help children develop their skills in this area as well as possible.

### Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### Inspection activities

- The inspector visited three of the nursery's four playrooms and the outdoor areas, (as the baby room was not in use on the day of inspection) observing children's play and staff teaching.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with available staff, parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, evaluation documentation, display materials and staff suitability records.

### Inspector

Diana Rose

## Full Report

### Information about the setting

Happy Child Day Nursery is one of 15 nurseries and four preparatory schools that are privately owned by the same company. It opened in April 1999 and operates from seven rooms in a purpose built nursery in Kilburn in the London borough of Brent. There is an enclosed garden available for outside play. There are currently 53 children in the early years age range on roll.. The nursery is funded to provide some free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. The nursery is open each weekday from 8am to 6pm throughout the year; this can be extended by 30 minutes at the beginning and/or end of each day by prior arrangement. The nursery is registered on the Childcare Register. The nursery employs 16 staff members, including the manager, who work directly with the children. Of these, nine hold a relevant qualification at level 3 and five at level 2, while two are working towards a childcare qualification. The manager is nearing completion of a level 6 qualification, to gain Early Years Professional status. The nursery also employs a cook. On the day of the inspection, the baby room was not in use.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- extend the range of programmable toys, as well as equipment involving information and communication technology, such as computers, to further develop critical thinking.
- support further language and literacy opportunities for children by giving them thinking time to respond in conversation and planning a print rich environment which includes their various home languages

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

All staff, except for those on relevant courses, have early years qualifications and good

knowledge of the revised Early Years Foundation Stage. They deploy themselves effectively round the rooms and garden in order to foster children's learning. They support the children competently by providing an enjoyable learning environment covering all seven required learning areas well. As a result, children acquire the skills, attitudes and dispositions they will need for school. Rooms are dedicated to a specific age range, offering a wide range of appropriate, stimulating play materials which are readily accessible to children. This good system enables children to select the resources they want independently, if they wish, so supporting independent learning.

Children are self-motivated and are happy to include staff in their play. Staff provide a good programme for children's physical development. Children enjoy unlimited access to the large outdoor play area where they may socialise with children of different ages. They confidently ride wheeled toys and climb up and through climbing frames. A variety of small apparatus helps further develop their physical skills. Children join in music and movement sessions that help them move their bodies in different ways. They enjoy singing familiar songs. Children converse comfortably with staff, however, at times staff expect responses too quickly and children are given insufficient time to answer questions or gather their thoughts. Practitioners further extend children's communication by using signing.

Children generally develop early reading and writing skills well. For example, they use a variety of books, both fiction and non-fiction, and concentrate well when listening to stories. They are shown how to write letters both in the sand and through a variety of other media, to encourage making marks, but staff do not provide an environment that allows children to see a lot of print and text in displays.

Staff promote children's creativity well because paints, crayons, pencils, chinks and paper are readily available to use as they wish. Children explore different textures while making collage pictures and they carefully cut out shapes. Children enjoy using their imaginations in role play, such as giving staff 'cups of tea'. They learn about solid and flat shapes while playing with play dough. Staff encourage children's thinking skills well. For example, children count the snails they find in the garden accurately, showing great delight when responding correctly that when one is taken away there are four left. Toddlers enjoy using 'cause and effect' toys, but in general, there are fewer opportunities to develop children's understanding of technology.

Children are learning to respect each other and have access to a range of resources that provide positive images of other cultures. However, there are limited opportunities to see a range of different scripts, including from their home languages. The staff encourage the children to learn through a broad range of stimulating experiences that encourage them to explore and investigate their environment. They cook and garden weekly. Their fascination with the playroom's giant snails, leads to further investigation of other creatures, such as insects.

Staff obtain detailed information about each child's needs when they start, assessing their learning and development at this stage, so they know children's starting points. Improved planning procedures and formats have been introduced since the previous inspection, ensuring personalised planning is in place for each child. Comprehensive observations and assessments of children's learning enable staff to plan effectively and in detail for each

child's individual needs and future learning. Children's progress is carefully monitored and their achievement records are available to parents at all times. Parents have input into their child's 'learning journey' records to help staff identify progress. Key dates within the year are planned for written feedback and more formal consultations, including the two-year-old assessment. Therefore, parents are kept up to date and involved in their child's learning.

### **The contribution of the early years provision to the well-being of children**

The nursery is welcoming and conducive to learning. Children are cared for by a friendly and caring staff team who work well together to benefit the children. Children are settled and relaxed, confidently approaching adults for support or conversation, as a result of good relationships. This confidence stems from an effective 'key person' system, in which each family and child has a special person who gets to know them well. Children happily leave their key person's side, showing that they feel safe and secure, and that they know the routine of the nursery well. This sense of security allows children to grow in confidence and acquire positive dispositions to learning. Children play together happily and are well behaved because staff are good role models. Staff question children about what their response is when children talk about younger sibling's fighting, encouraging a good understanding of expected behaviour. Robust procedures ensure that children continue to feel secure when changing to a new room in the nursery or when going on to school.

Staff are vigilant and have a good understanding of child protection and what to do should they have concerns about children in their care. The majority of staff are trained in first aid, so understand how to look after children in an emergency. Effective risk assessments reduce possible hazards and regular safety checks promote children's safety both inside and outside. The premises are secure and there are effective procedures in place to ensure the safe arrival and collection of children. Staff teach children what to do in emergency situations by regularly practising evacuation procedures.

Staff teach children to understand the importance of good hygiene, so they wash their hands before eating the nutritious snacks and meals provided. Staff provide help with toileting if needed, and there are effective nappy changing procedures. Children learn about healthy lifestyles through daily exercise and discussions that link healthy food to healthy bodies. For instance, during lunch children comment: 'If I eat the vegetables I will grow up big'. Staff are aware of special dietary requirements and comply with them. Children are encouraged to become independent eaters because staff provide appropriate sized cutlery and expect those capable to serve themselves at snack time. Staff engage well with all children to encourage friendships and general social development, making mealtimes a relaxed and enjoyable experience.

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

## provision

The management has a good understanding of how children learn and of the revised Early Years Foundation Stage framework. They know how to assess and monitor staff performance and use this knowledge to promote quality well across the nursery. Senior staff are vigilant in monitoring the day to day provision. Monthly staff supervisions and bi-annual appraisals enable individual staff to both identify their own training needs and share ideas to improve the service. There are effective systems to disseminate information to staff. As a result, all staff have up to date understanding of safeguarding and behaviour management.

Children benefit from rigorous recruitment and selection systems that ensure staff are suitable and induction procedures are thorough. Documentation and records are efficiently maintained. Parents and staff are aware of the comprehensive range of policies and procedures, which management regularly review and update.

Very good partnerships have been formed with other professionals involved in the children's lives which ensure continuity of care, and coherence in exchange of information. Innovative partnerships with the local health authority offer additional services to parents and the local community. The nursery management act on the advice of the local education authority.

Staff enjoy good working relationships with parents and effective communication systems are in place. Parents are kept well informed about the provision through newsletters, parents' boards, information evenings and useful daily diaries besides verbal communications. At 'information evenings', parents may learn about the curriculum offered, and feed into the nursery's self-evaluation. Following a suggestion, staff arranged for a dietician to support parents of 'fussy eaters'.

The management team is successful in inspiring the staff to make continuous improvements. Highly reflective self-evaluation systems result in accurate appraisal of the nursery, well targeted actions and motivated staff. The nursery has registered to participate in the local authority 'healthy nurseries' scheme and in a quality assurance scheme, both of which should help to identify further actions to improve quality.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	137799
<b>Local authority</b>	Brent
<b>Inspection number</b>	813916

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	20 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Happy Child Limited
<b>Date of previous inspection</b>	03/11/2009
<b>Telephone number</b>	020 7328 8791

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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