

Happy Nursery Days

Valens House, 132A Upper Tulse Hill, London, SW2 2RX

Inspection date

15/10/2012

Previous inspection date

10/02/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The key person system enables staff to make children feel welcome, settled and secure, so they develop positive relationships
- The nursery's leadership and management take account of parental views and use them to make some improvements to the provision.

It is not yet good because

- Oversights in the leadership and management's monitoring systems mean that the day's routines do not always match some children's needs, so occasionally children become bored or are not challenged sufficiently
- The monitoring systems are not robust enough to check that the risk of cross-infection is kept to a minimum.

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.

Inspection activities

- The inspector observed children's play and staff interaction both inside and outside
- The inspector and manager undertook a joint observation of a snack time and a story time
- The inspector talked with a number of staff, the manager and a parent
- The inspector looked at a sample of relevant documentation, some policies, displays of children's work and a representative sample of children's development records.

Inspector

Samantha Rosser

Full Report

Information about the setting

Happy Nursery Days registered in September 2004. It operates from refurbished, self-contained premises on the ground floor of a residential block of flats on the St. Martin's Estate in Tulse Hill, which is situated in the London Borough of Lambeth. Children have access to four rooms and to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm throughout the year except on bank holidays. There are currently 62 children aged from seven months to under five years on roll, some in part-time places. The nursery currently supports children with special educational needs and/or disabilities. There are 17 members of staff and three bank staff, all of whom hold

appropriate early years qualifications to at least National Vocational Qualification level 2, except for the apprentices currently employed by the nursery. The manager has a BA honours degree in Early Childhood Studies, and the deputy has a level 5 qualification. The nursery provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- promote the good health of children attending the nursery, with particular regard to taking all necessary steps to minimise the risk of cross-infection when children are eating
- improve the planning of challenging and enjoyable learning experiences by taking into account the individual needs, interests and stages of development of each child.

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

- improve the organisation of routines such as meal times in order to reduce incidents of frustration and conflict by: - adapting them to meet the needs of individual children - including opportunities for children to help in appropriate tasks, such as setting the table and pouring their own drinks.

Inspection judgements

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

Staff have sufficient understanding of how to meet children's individual care, learning and development needs, but currently, planning systems do not always lead to children's interests and needs being met effectively. Recent training has been provided to familiarise all staff with the requirements of the revised Early Years Foundation Stage. As a result, the nursery staff are implementing modified systems for planning. Key persons use information from parents to identify children's initial needs and use a range of resources, both inside and out, to support children's learning and development. The observation and assessment system is not yet well established. Consequently, staff do not consistently identify children's next steps in learning and plan challenging experiences to ensure good progress for each child across the nursery. The routine for the older children requires them to sit for extended periods unoccupied, which some children find difficult to manage, leading them to interrupt the concentration of others.

Children have access to the outdoor environment at specific times during the day, which gives them regular exercise and promotes their physical development. Children's creativity is promoted as they explore different textures and develop manipulation skills by handling play-dough. Staff support babies and toddlers appropriately, giving them confidence to use the equipment.

Children have access to a variety of books in each room. Staff support children's language development by talking to them throughout the day. However, during lunch and snack time, staff do not use opportunities to further extend language skills, meaning that children are not helped to gain new vocabulary and develop good conversation skills in preparation for their eventual move to school. Nevertheless, staff support children sufficiently well so that many are generally working within the typical range of development expected for their ages.

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

Staff implement the key person system so that children and babies are supported appropriately when they first start at the nursery or move rooms within it. They become well settled and relaxed, so that they confidently approach adults for support or to show them what they have been doing. Babies who have been at the nursery for a while show a sense of belonging and security, rolling balls to the staff and delighting in the 'whee' response from staff. Key persons use their knowledge of children's like and dislikes to calm children. Children generally behave well and respond positively when reminded about what is appropriate behaviour. On occasions, older children's attention drifts, for example at meal times when they are waiting for their younger friends to finish, because routines are not organised as well as possible.

Some resources are clearly labelled and readily accessible so children can select them independently to enhance their play and learning experiences. However, staff miss other chances to help children gain independence skills and develop cooperation. For example, staff do not encourage more capable children to take on manageable tasks such as pouring their own water at snack or meal times, laying out their own cutlery and serving themselves at lunchtime.

Staff make sure children have daily fresh air and exercise in the outdoor area, which they enjoy. They develop appropriate physical skills and are learning how to be healthy and to keep safe. Management has suitable systems in place to record individual dietary needs. Staff teach children to follow some appropriate personal hygiene routines; however, they expect children to sit on the floor to eat their snack, and as a result, hygienic conditions are not maintained.

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

Managers and leaders make sure the staff follow appropriate procedure to keep children safe. Staff are secure in their knowledge of child protection procedures. There are effective procedures to monitor visitors to the premises. Daily safety checks are carried out to monitor the safety of the environment. The annual staff appraisal system is supported by regular supervisions throughout the year. These systems allow the leadership team to identify any specific training required and respond to individual practitioners' needs in a timely way.

All staff contribute to the nursery's self-evaluation. Parents' views are included through a questionnaire, a suggestions box and a parents' group. This group meets monthly with the manager. Any concerns raised are acted on by the manager to improve practice. Assessment systems across the nursery are not yet sufficiently consistent and precise and, therefore, do not always accurately reflect all children's skills, abilities and progress, resulting in inconsistent practice.

A suitable range of policies and procedures is in place to support the management of the service, and these are available to parents. Parents are also kept informed by a newsletter and a parents' board. Parents receive daily feedback from the staff on how their children have been. They have a one-to-one conference with their child's key person three times a year to discuss their child's development and any concerns they may have. Staff are now putting in place systems to enable the nursery to work more effectively in partnership with parents to support children's individual learning both in the setting and at home.

The nursery has established helpful links with outside professionals, which helps all children to make progress. The nursery management acts on advice from the local authority advisor, which helps to promote more positive outcomes for children. The nursery has suitable links with a local school, supporting children's care when they move into school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

Unique reference number	EY287358
Local authority	Lambeth
Inspection number	814731
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	69
Number of children on roll	62
Name of provider	Ekaya Housing Association
Date of previous inspection	10/02/2009
Telephone number	0208 6747804

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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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