

Happy Hours Private Day Nursery

5 High Seaton, Seaton, WORKINGTON, Cumbria, CA14 1NP

Inspection date

01/11/2012

Previous inspection date

29/07/2009

The quality and standards of the early years provision

This inspection:

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

- There are good systems for monitoring children's progress which enables the management and staff to easily recognise whether children are showing typical development for their age, are at risk of delay, or ahead for their age. As a result children's next steps are quickly identified and incorporated into planning to ensure individual needs are met.
- Partnerships with parents and other agencies are very successful. Staff engage parents effectively in their children's learning and progress, and interagency working ensures that children with special needs and / or disabilities or specific needs are supported well.
- The management work closely with the local authority early years advisers and collectively with input from staff, parents and carers a thorough self-evaluation is completed which identifies the settings strengths and areas for improvement. As a result changes have been made which have had a positive impact on the setting and on the outcomes for children.

It is not yet outstanding because

- Everyday routines, for example, mealtimes, are not effectively used by staff to help develop younger children's mathematical understanding and learning and independent self-help skills.
- The outdoor play area available for the younger children does not effectively support children's use of imagination and creativity, sensory and natural world experiences.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the toddler rooms, baby room, messy play/ dining room and the younger children's outdoor play area.
- The inspector held a meeting with pre-school room supervisor and staff member.
- The inspector spoke with the manager and toddler/ baby room staff employed at the setting.
- The inspector held a meeting with the nominated person and manager of the nursery.
- The inspector looked at children's assessment records, the planning documentation, the systems for the monitoring of children's progress, and appraisal and supervision systems.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, policies and procedures for the setting and the self-evaluation form online and current hard copy updates.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Carys Millican

Full Report

Information about the setting

Happy Hours Private Day Nursery is one of two nurseries run by K.L.S. (Cumbria) Ltd. It first opened in 1977 and operates from a former school building in the centre of Seaton, near Workington. The nursery is open each weekday from 7.45am to 5.45pm throughout the year except for the Christmas break and bank holidays. The nursery also operate an out of school club from 7.45am till 9am then 3.15pm to 5.45pm as well as a holiday play scheme for children aged up to 14 years. Children have use of the pre-school room, the toddler room, the baby room, the pre-toddler room and mezzanine area within the pre-toddler room, the messy playroom/dining room, the inside/outside play area and two secure outdoor areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 101 children on roll. Of these, 81 are in the early years age range. The nursery provides funded pre-school education for three- and four-year-olds. Children come from a wide area. The nursery supports a number of children with special needs and/or disabilities and a number of children who speak English as an additional language.

The nursery employs 15 members of child care staff. Of these, 10 hold appropriate early years qualifications at level 3. The manager/owner holds Early Years Professional Status. The nursery is a member of the Pre-School Learning Alliance. The nursery receives support from the local authority Early Years Childcare Adviser/Area Inclusion team.

What the setting needs to do to improve further

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

- extend younger children's learning, independence and self-help skills in everyday routines by: creating opportunities for them to learn about sorting, matching, number order, addition and subtraction; enabling children to help to pour their own drinks and serve their own snacks
- develop the younger children's outdoor play area to help stimulate children's imagination, creativity, sensory development and understanding of the natural world by; introducing resources such as tyres, crates, and logs; sound lines, chimes and mobiles; and natural wild and growing areas.

Inspection judgements

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

Staff have a sound knowledge and understanding of Early Years Foundation Stage and how children learn. They provide a wide range of activities and heuristic play opportunities in all rooms covering the prime and specific areas of learning to effectively support children's development. The observation, assessment and planning methods are systematically completed throughout the nursery. They show clear reference to the progress being made by children following the typical development for their age which is also linked to the prime and specific areas of learning. Children's next steps are clearly planned for and implemented in future planning documents to help children progress further in their development. The quality of teaching is good during adult directed activities and free play where staff join in and interact well with children. They do this by using open ended questioning techniques to help children think, promote their speaking and listening skills and to help extend their understanding. However, this is less evident during routine practices, such as snack and meal times. Whereby, staff do not promote younger children's independence and self-help skills by enabling them to pour their own drinks or hand out the snack, and routine led opportunities for developing children's understanding of mathematics is not explored.

Children enjoy themselves and have fun. Indoors, all children enjoy a stimulating and interesting environment that offers challenge for them to remain motivated to learn and find things out for themselves. They have constant access to a good selection of toys and equipment, which are stored at low level. This gives children the opportunity to make choices and decisions and as a result they learn to think for themselves and become more independent. All rooms provide children with continuous provision areas with a full range of materials that children can freely explore and investigate. Staff provide a wide range of heuristic play materials, such as treasure baskets and home-made sensory stacking toys and materials. Younger children love exploring these objects. Their interest is captivated when stacking and unstacking knitted 'scrunchies' on wooden towel holders and when investigating shiny bracelets and bangles contained in the wicker baskets. Children enjoy listening to stories and join in enthusiastically when singing favourite nursery rhymes and action songs. Children's interest in mark making is supported by staff providing opportunities for children to use different media, such as chalks and crayons. Children see that writing has a purpose when staff add the child's name to their picture and sound out the individual letters. Children investigate sand and water and access information communication and technology resources. This is well represented in the pre-school room where children have a de-construction area. All children take part in outdoor activities daily. Younger children enhance their physical development as they play on the sit and ride toys and use construction materials to practise their balancing skills on the planks of wood. The outdoor play area for the pre-school children is well organised and exceptionally well resourced. However, the younger children do not use these facilities but have their own outdoor play area which is not as well laid out or resourced to support children's use of imagination, creativity, sensory and natural world experiences.

The key person system is well embedded and supports the engagement of all parents. Parents feel valued and respected and they are actively involved in their children's learning. They contribute to the initial assessment of children's starting points on entry and their key person constantly informs them of their children's progress. Parents are encouraged to add comments into daily diaries and in message books after taking home story bag's to read with their children. Staff encourage parents to share 'wow' moments with them by asking them to add children's interests or achievements at home under their photograph. Planning is also displayed for parents to see what the children are taking part in during the day and how children's interests are incorporated into the planning. Parents describe the nursery as a 'fantastic' play and learning environment.

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

Children are well cared for in a warm and welcoming environment which is created in all the children's rooms throughout the nursery. Rooms are well resourced to support children's all round development. Staff are caring and supportive in meeting the needs of the children to ensure their care and welfare needs are maintained. Children form a secure attachment and strong bond with their key person who knows them and their families very well. Babies seek out their key person for that special cuddle and reassurance as they play which demonstrates strong emotional attachment and shows that they feel secure and safe.

Staff deploy themselves well in order to support children's health and hygiene routines. They talk to children during circle time activities why washing hands is important and how they clean their teeth, therefore, children develop a good understanding of the importance of good hygiene practices. Children learn about healthy lifestyles through the promotion of healthy eating and regular exercise throughout the day. The nursery cook provides children with a healthy nutritious snack and freshly prepared midday meal that also considers portion size and nutritional content, such as fibre, salt and fat. Children learn how to keep themselves safe through instruction and regular routines. For example, children complete regular fire evacuation practices and they learn that they must line up beside the door till everyone is ready before going outside.

Children enjoy visits from people who help them, for example, the community policeman and the local fire officer who visit the children to talk about the 'stranger danger' and the dangers of fire, matches, and lighters. Visits from people in the community also support children's understanding of the difference and diversity of world around them. During a recent visit to the nursery an Olympic torch runner explained to the children that he was partially blind and can only see shadows. The staff explained to the inspector that when the children questioned him, he described that he was a soldier and a bomb exploded, that had hurt his eyes. Children celebrate festivals during the year. They look at books, have small world toys, and posters and displays introduce children to other cultures and ethnicity.

Children show good levels of behaviour and respond well to the staff instructions, for example, when asked to tidy up before going outside. Transition arrangements are good.

Staff provide good support to children when moving from room to room and prepare them well for school. Transition forms are completed and children's profiles are prepared and sent to their new settings. Staff invite local nursery school teachers into the nursery and take children on school visits. This helps prepare them well for the move onto their next setting.

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

Leadership of the setting sets high aspirations for quality. Thorough self-evaluation takes into account the views of staff, children and their parents and is accomplished through the result of careful monitoring and analysis. Strengths and weaknesses are clearly identified and planned actions are implemented quickly and effectively to secure swift improvement. The vision for future development for the nursery is drawn from this information and includes re-designing the younger children's play area. This successful management structure is effective in monitoring the educational programme, monitoring children's progress and supporting staff development. As a result, children have access to a stimulating and interesting educational curriculum that meets their needs and interests.

The management team strives to build a reflective team of staff who have a shared aim of ensuring children are well cared for and happy in the nursery. The staff work closely together to discuss the future development of the nursery, review care practices, and to share good practice with each other. Parents are fully involved with their children's learning and observation. Assessment and planning is developing successfully throughout the whole nursery. Staff are experienced and provide individualised support to families and children with special educational needs and/ or disabilities and in times of crisis. They work cooperatively with multi-agency partners to ensure children's individual needs are supported. Thus, leading to effective partnership working.

The management has a good understanding of their role in safeguarding children as they are able to provide training for all staff, as well as having clear policies and procedures in place. Appraisals and supervision systems are in place to give the staff team the opportunity to reflect upon their professional practice and discuss concerns as they arise. The manager ensures all staff maintain ongoing professional development and cascade training to other staff in the nursery. All staff are aware of the procedures to follow if they were worried about a child in their care and policies and procedures are known and implemented.

A strong commitment to partnership working with parents, other settings and external agencies is evident and well established, and contributes to meeting children's needs. The nursery works closely with local schools, the local authority early years childcare adviser/area inclusion team, speech therapist, health visitors and sensory consultant. These partnerships are successful in identifying and planning for children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	317375
Local authority	Cumbria
Inspection number	819063
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	87
Number of children on roll	101
Name of provider	K.L.S. (Cumbria) Ltd
Date of previous inspection	29/07/2009
Telephone number	01900 602 962

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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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