

# Happy Hours Day Nursery & Kool Kidz

Bryn Children's Centre, Downall Green Road, Ashton-in-Makerfield, WIGAN, Lancashire, WN4 0DL

<b>Inspection date</b>	12/11/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		1
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

- Leadership is strong and the pursuit of excellence is demonstrated through the continuing development of high quality systems to monitor and evaluate the effectiveness of the provision.
- Relationships are excellent throughout the setting, highly skilled practitioners help children form secure emotional attachments, which provide a very sound base for their future learning.
- Every child is very well supported and makes good progress, given their starting points. Individual needs are quickly identified and effective partnerships with parents and other professionals ensure children receive the support they need.
- Children are happy, motivated and eager to learn. They show high levels of independence and confidently explore a stimulating, well-resourced and accessible learning environment, which successfully promotes independent learning.

### It is not yet outstanding because

- Planning for children's future learning does not fully reflect how resources will be used to support children's continuous development.
- Strategies to further encourage parents to contribute more fully to their child's learning journey have not been fully explored.

## 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 three main play areas and the outside learning environment within the nursery, in addition the inspector briefly observed the out of school provision located within the school premises.
- The inspector held meetings with the manager and spoke to practitioners within the setting at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in the self-evaluation form.

## Inspector

Vickie Halliwell

## Full Report

### Information about the setting

Happy Hours Day Nursery and Kool Kidz was initially registered in 2008 and re-registered as a limited company in 2012. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The after school club operates from rooms within Bryn St Peter's Primary School, Ashton-in-Makerfield, Wigan and the nursery operates from the children's centre on the school site. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. Seven staff hold higher level qualifications, including the manager who holds a Postgraduate Certificate in Education. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 59 children attending the setting. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

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

- enhance planning for children's next steps by adding more detail about how resources will be used to support children's continuing development and progress
- extend the engagement with parents by exploring ways to further encourage parents to contribute more fully to the initial and ongoing assessments of their child's capabilities.

### Inspection judgements

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

Practitioners effectively foster the characteristics of effective early learning. Consequently, children are active and inquisitive learners, who enthusiastically explore a stimulating and accessible learning environment. Continuous provision within the setting effectively

promotes independent learning in all areas and encourages children to be creative and play an active role in their learning. Skilled practitioners effectively support and extend children's learning as they play, for example, encouraging children to count as they play on the interactive white board. Children's understanding of the world is effectively promoted. Babies investigate how things work, pressing buttons to make sounds and trying to catch flashing lights as they move in a circular motion. Pre-school children confidently change between computer programmes without adult support. Children are learning to respect and value differences which help them develop a positive and caring attitude towards others. Resources which reflect positive images of diversity are evident throughout the setting and children have many valuable opportunities to learn about their own and the cultures and beliefs of others. For example, pre-school children listen to the Christmas story in preparation for their performance of the nativity. They benefit from interesting well-planned activities and experiences which provide an insight into the lifestyles and culture of others. For example, through role play experiences, such as, dining in a 'Chinese restaurant' or playing African lotto.

Children's language development is given high priority. Practitioners have embraced the 'Every Child's a Talker' programme and have created 'communication friendly' spaces to actively promote the acquisition of language. Practitioners are confident in extending children's vocabulary, introducing new words as children play, for example, 'shall we squish the dough'. Children under two years are encouraged to name familiar items and are given endless opportunities to express themselves through both verbal and non-verbal communication. Young babies vocalise confidently, babbling and experimenting with sounds. They instinctively pause as animated practitioners respond and engage in 'conversations' with them. Pre-school children engage in daily letters and sounds sessions, which enriches their vocabulary. Language delay is quickly identified and tackled early.

Children are interested in books. Babies under one year access books independently and mobile babies immediately approach practitioners, in the knowledge that they will read the story to them. They point excitedly at the pictures and quickly reach for another book as they come to the last page. Pre-school children select stories to read to their baby doll and confidently re-tell stories, modelling the behaviour of practitioners. Provision for mark making is very strong, an excellent range of activities and experiences are provided throughout the setting to help children to acquire the physical skills they need to write. For example, children make patterns during sensory and messy play and use very precise movements to insert small pegs into peg boards. The outdoor area provides many opportunities for large scale mark making, such as, using brushes and water to paint and push-a-long wheels to make patterns on the floor. Sensory experiences are continuously available throughout the nursery, two-year-olds enthusiastically squeeze and press dough and babies giggle excitedly as they splash in the water and bubbles. Early investigative and curiosity skills are promoted through the use of a wide range of resources. These include treasure baskets filled with different items, including textured fabrics and wooden utensils. Planned sensory sessions also include the use of fibre optic light strands in a darkened room.

Secure planning and monitoring across all areas of learning ensures all aspects are sufficiently included. Children's progress towards each of the early learning goals is continuously tracked to ensure all practitioners have a sound knowledge of children's

capabilities. Plans for children's future learning embrace children's interests, however, there is some variation in the quality of individualised planning. Consequently, planning does not always fully reflect how resources will be used to fully support children's continuing development and progress. Children of all ages are well prepared for the next stage in their learning and are effectively supported by practitioners as they prepare for transition into school. School age children who attend 'Kool Kidz', talk excitedly about the range of activities they enjoy and the musical instruments they have made. The enthusiastic staff team consult fully with the children and provide an excellent range of activities to complement children's time in school.

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

Children benefit from exceptionally secure and loving attachments. The key person system is highly effective and fully supports the emotional well-being of all children throughout the setting. The physical layout of the baby and toddler room promotes very close working relationships between the practitioners caring for these age groups. This enables babies to build relationships with practitioners working with the toddler aged children, which results in a seamless transition as babies move into the adjacent toddler area. Children, of all ages, show an extremely strong sense of belonging within the provision and move around confidently making meaningful choices about how and where they spend their time. Parents are well informed about the role of their child's key person. The gradual admission process is effectively used to encourage parents to share details of their care needs and agree their child's care plan. Consequently, practitioners know their key children exceptionally well. Children's emotional well-being is given the highest priority and children who become upset are lovingly comforted. Particular care is taken to respond to individual needs and practitioners work very closely with parents to ensure children's emotional well-being is not compromised. For example, one parent explained how the gradual admission process was extended to help her child overcome their separation anxiety.

Children learn the importance of socially acceptable behaviour from an early age because practitioners implement positive behaviour management strategies. They are also positive role models who encourage a caring and supportive culture within the setting. Consequently, many older children show care and concern for others, display high levels of self-control and fully understand the boundaries within the setting. For example, checking the egg timer to see how much longer they will have to wait for their turn on the interactive white board. Pre-school children participate fully at tidy up time, independently returning play materials to the correct location. They seek additional responsibilities and are delighted when rewarded with a special task, for example, updating the visual time table to indicate it is time to tidy up. Children attending the out of school facility work with practitioners to agree their own rules for acceptable behaviour. This ensures that 'Kool Kidz' is a happy environment, where all children feel safe and secure.

Children have a good understanding of the importance of a healthy lifestyle. A wide range of healthy and nutritious meals and snacks are provided which encourage children to make healthy choices. Fresh drinking water is continually available and pre-school children, in particular, are encouraged to consider and recognise their own needs. Consequently, they help themselves to water when thirsty and dispose appropriately of

used cups. Continuous access to the outdoor learning environment provides valuable opportunities for pre-school children to be physically active and practise and refine their physical skills, such as balancing and steering tri-cycles. Pre-school children develop excellent self-care skills and are learning the importance of good hygiene, for example, the hygienic disposal of used tissues to help stop germs spreading. Practitioners consistently give the highest priority to children's safety and provide clear explanations to raise children's awareness of how to keep themselves safe within the nursery. Children's understanding of how to keep themselves safe is further enhanced by planned activities and experiences, for example, a visit by the school crossing patrol raises children's awareness of road safety.

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

Leadership of the setting is strong and managers have high aspirations and a clear vision for the future. This is fully embraced by a committed and dedicated staff team. A true collaborative approach ensures management and practitioners contribute to a thorough self-evaluation that is based on continuous monitoring of the setting. Parents contributions are gained through regular parental questionnaires which encourage parents to share their views and judge the quality of the provision. The drive for improvement is demonstrated by a challenging improvement plan. The manager has a very clear understanding of the Statutory Framework for the Early Years Foundation Stage. Systems to monitor the educational programme are effective and ensure a broad range of experiences are provided to help children make good progress towards the early learning goals. Good quality professional supervision is provided and management have initiated a targeted programme to evaluate and assess professional development needs. Planning and assessment are regularly monitored and support is provided to help practitioners further improve their knowledge, understanding and practice.

Strong partnership working, enables many parents to play a full and active role in their child's learning. Parents are asked to complete regular written updates to share details of their child's learning and development at home. In addition, parents are encouraged to completed written observations. These are beautifully and creatively presented; each child's photograph is centred on a rainbow and contributions from both the parents and the nursery are displayed, demonstrating a holistic approach to children's learning. However, alternative strategies to gather information from all parents are not fully utilised to ensure that all parents are fully involved in their child's learning. Well established partnerships with relevant professionals ensure any children falling below their expected level of achievement are fully supported.

Arrangements for safeguarding children within the provision and through their work with families and outside agencies are excellent. All practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow, and management have robust systems in place to monitor and audit practitioner's knowledge. Practitioners create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child receives a happy and enjoyable early years' experience that effectively supports their future learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	EY448210
<b>Local authority</b>	Wigan
<b>Inspection number</b>	799591
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	59
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Happy Hours Private Day Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01942 766400

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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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