

# Happy Child Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY246603
<b>Inspection date</b>	16/12/2008
<b>Inspector</b>	Bharti Vakil
<b>Setting address</b>	1 Francis Road, Harrow, Middlesex, HA1 2QZ
<b>Telephone number</b>	0208 863 9977
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

## 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.

## Description of the setting

Happy Child Day Nursery was registered in 2003. It is one of the chain of nurseries operated by Happy Child Limited. The nursery operates from a converted building in Kenton in the Borough of Harrow. There are no steps to access the setting. The nursery entrance is via a reception area and once inside the play areas are on one level. Children are based in three different areas. There are level outdoor soft and grassed areas to the side and back of the premises. The access to the outdoor areas is via two to four steps. The nursery is open each week day from 08.00 to 18.00 all year round, except for bank holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 50 children at any one time. There are currently 60 children in the early years age range on roll. Children from the local and surrounding community attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

There are 13 members of childcare staff including the manager who work with the children. The manager and seven of the staff hold appropriate early years qualifications and three are working towards a level 2 qualification. The nursery also employs a cook to cater for children's meals. The staff team collectively speak seven different languages.

The staff maintain links with local first schools.

## Overall effectiveness of the early years provision

Children are happy and settled because staff know their individual needs well. Overall, staff have a sound knowledge of the Early Years Foundation Stage (EYFS) and therefore children are making satisfactory progress in their learning and development. The manager has a system in place to evaluate the provision. It identifies key strengths and captures areas for development to bring about improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all staff gain up-to-date knowledge and understanding of the Local Safeguarding Children Board procedure and are aware of the procedure to follow in the event of an allegation of abuse being made against a staff member
- review the organisation of snack time to allow children time to continue their play and develop their interests with minimum interruption
- continue to develop the use of observations to assist in planning for next

- steps in children's learning
- support staff in developing their skills in communicating with children

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

Systems to monitor and evaluate the quality of provision sufficiently identify key areas for development. For example, the setting has plans to develop the outdoor area so that children will be able to play indoors and outdoors simultaneously. The manager uses feedback from parents and discussion with staff to monitor and evaluate the quality of care and education offered. She has a good overview of the work of the staff who are appropriately supported through induction, appraisal and training to gain further knowledge. The staff work well together as a team and they focus on the needs of the children.

Robust recruitment procedures are in place to ensure the suitability of staff working with the children. Staff take appropriate steps to protect children, for example staff are vigilant as they continually monitor the entrance to the nursery play area, visitors are asked to sign the record book and regular risk assessments are undertaken. Although, there are clear policies and procedures in place to protect children from harm, not all the staff have secure knowledge of the procedure to follow if an allegation of abuse is made against them.

The setting has developed a good partnership with parents and the local authority to support the staff in meeting children's individual needs. Effective settling in procedures ensure that children feel safe and secure, which enable parents to feel reassured. Parents are provided with written information about how the setting operates and receive information about the EYFS to enable them to support their child's learning at home. The setting's open door policy enables parents to exchange information on a daily basis with their child's key worker. Parents of children under two years are provided with daily written information about their child's care needs to ensure children's welfare needs are met effectively. The setting is proactive in identifying any additional help required for the children and seeks appropriate support from other agencies to ensure that each child benefits from a positive experience.

## **The quality and standards of the early years provision**

Children are appropriately supported as they learn through play and are making satisfactory progress in their development. Overall, staff have a sound knowledge and understanding of the EYFS and this enables children to be engaged in a range of adult-led and child-initiated activities to develop their learning. Staff actively participate in activities but at times miss opportunities to extend children's learning through effective communication. For example, during the play dough activity the staff do not always extend children's creative thinking and vocabulary by incorporating discussions on elements such as colour, texture and consistency. Most staff talk to the children about what they are doing, however, they do not always ask open ended questions to encourage children to think for themselves or challenge their learning.

All staff make observations of children and use these to help establish the next steps in children's learning, however, this process is in its infancy and is not yet fully effective. Staff use information gained through observations and from parents about children's likes and dislikes to influence their planning of the activities. The observations are linked into the areas of learning, however, sometimes the lack of sufficient detail does not provide a reliable basis for future planning in order to challenge and stimulate the children.

The nursery rooms are well organised and encourage children to become independent and move freely from one area to another. Thought has been given to how younger children are given the freedom to explore safely while older children are given the opportunity to take part in activities that are more appropriate for their stage of development. Children confidently choose what to play with from the range of activities set out and select additional resources to develop their play and ideas. However, children's play and learning is broken into short periods for the routine timetabled activities such as the use of the outdoor play area and snack times. Young children need more time to develop their interests.

Children have many opportunities to learn about a healthy lifestyle, for example they regularly take part in physical activities, such as music and movement, they use the outdoor play area where they climb, peddle, slide and run around. Children are developing agility and flexibility as they participate in regular yoga exercises. Children are beginning to understand the importance of healthy eating and the effect it has on their bodies. For example, children state 'milk is good for us because it makes our teeth and nails strong'. Children enjoy a range of nutritious and freshly cooked meals and snacks which include fresh fruit and raw vegetables. Older children can independently access fresh drinking water throughout the day to enable re-hydration. Menus are on display for parents to see and specific dietary needs are adhered to, and first aid and medication procedures are effective, all of which protects children and keeps them safe. Children play in a safe environment due to effective risk assessments and good hygiene procedures. They are reminded by staff to walk and not run indoors, staff explain the reasons why, which enables children to learn about keeping safe.

Children play together well. Staff manage minor disagreements appropriately to support children's understanding of right and wrong. Children are gaining confidence and independence as they take themselves to the toilet and make choices from the suitable resources available at low level. Staff praise children's efforts and achievements during daily activities. This enables them to extend their learning in a supportive environment. Children's self-esteem is promoted, for example they can see photos of themselves taking part in activities and their work is displayed to enable them to show their parents and their friends. The setting uses various opportunities to enable children to begin to understand the world around them. For example, they celebrate various festivals through a range of art and craft activities, sampling food and performing for their parents and carers.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met