

Happy Child Day Nursery

2 Victoria Road, Kilburn, London, NW6 6QG

Inspection date	26/04/2013
Previous inspection date	11/09/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy a welcoming, well-resourced and supportive environment, which has a consistent focus on individual children and family needs.
- Children are active learners they are happy in the setting and show strong levels of confidence and skills.
- Parents are very complimentary about the approachable and friendly staff and the way in which children develop confidence and self-esteem.
- Staff are motivated and enthusiastic and children are provided with activities and learning opportunities that are interesting and provide plenty of challenge.
- Lunchtime in all group rooms is well organised and staff are effectively deployed to meet the needs of all children.

It is not yet good because

- The monitoring of recording assessments does not fully ensure children's next steps are consistently shared with all staff and parents.
- The provider has had to take recent action to meet all requirements.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spent time observing children's play in all group rooms of the nursery.
- The inspector talked with staff about the setting's procedures and children's learning and development.
- The inspector examined a sample of documents and records.
- The inspector carried out a joint observation of children having lunch in preschool and the after lunch activities with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Catherine Greene

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 60 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 those who speak English as an additional language. The nursery is open each weekday from 7.30am to 6pm throughout the year; this can be extended by 30 minutes at the end of each day by prior arrangement. The nursery is registered on the Early Years and the Childcare Register. The nursery employs 17 staff members, including the manager and also employs a cook. Of these, nine hold a relevant qualification at level 3 and five at level 2.

What the setting needs to do to improve further

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

- improve the monitoring of the recording of assessments to enable all key persons to share the next steps for children's learning with all staff and parents.

Inspection judgements

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

Staff have a good understanding of how children learn and they promote children's progress well in all areas of development. Staff interact sensitively in children's play to make sure they are fully supported. They provide an interesting environment which enables children to initiate much of their own learning.

Children clearly enjoy learning through play as they move confidently between activities, making choices and interacting with their friends. Children benefit from good support. Key persons have established a new system for assessing children's progress in their development. Some staff make perceptive observations of children's play and achievements, to plan their next stage of development. Staff have a good understanding of the responsibility to complete a progress report for children aged between two and three years. Parents are fully involved in the process with the key person who has assessed children's starting points with parents.

Babies make good progress in their personal, social and emotional development,

demonstrating positive relationships with staff. Staff sit close to children offering physical reassurance as children are playing and exploring. Babies are included in the activities with older children and delight in taking part in outdoor play. The two- and three-year-old children are secure in the setting and they play confidently with the older children. Children benefit from staff's sound knowledge of the Early Years Foundation stage and the recent input they have had from outside agencies skilled in this field.

Older children take books home in their book bags, and this promotes their learning at home and is good preparation for school. The nursery promotes equality and diversity and children are provided with an inclusive environment. Commitment to providing for children and parents who have English as an additional language means that parents and children are well supported.

Children count well and recognise numbers as they play number games and complete puzzles. They talk about shapes and size as they time themselves building the giraffe floor puzzle. Staff talk to children clearly and extend their vocabulary as they introduce new words. Babies and older children delight in using the outdoor areas, which extend their physical skills well, such as climbing or ball control. Older children benefit from open-door access to the varied and interesting outdoor environment. They initiate much of their own learning as they take books, or musical instruments outside. During an outdoor play session with the whole group, interaction between staff and every child is positive. Staff working with older children expressively introduce new vocabulary, describing the shapes they are making in the sand when children are working together to build a castle. The staff member expertly supports the children adding running commentary to develop their language. Indoors the children play physically. They follow a circuit as they crawl through the tunnel. They encourage each other calling out names.

Parents can come into the setting and talk to their child's key person or the managers at any time. Parents are encouraged to contribute to the children's learning journals and some write additional information about their children's learning at home. This informs staff about children's achievements which they may not have the opportunity to observe whilst children are at the setting.

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

Children settle into the nursery happily due to the trusting relationships they have with their key persons. Good levels of communication between the staff and parents effectively enable all children to form secure attachments. These close emotional attachments, particularly those with babies and younger children, help them feel secure. They quickly develop confidence and independence, readily settling into their new surroundings. The established role of the key person together with a high ratio of staff means that children are receiving attention throughout the day.

Children enjoy the healthy, cooked lunch provided. There are now secure systems in place to meet children's dietary needs. Many of the babies are able to feed themselves and those who need help are well supported by staff. The older children choose their own

plates and cutlery and then serve themselves. Staff sit close to children to support and encourage them in their play. They also make sure that snack times are a positive social occasion. During this important time, the children and staff gather together so that they can talk and listen to each other's stories and news.

Care practices are good and children are developing a strong sense of independence. Children are helped by staff to use the climbing apparatus safely. This encourages children to challenge themselves and develop confidence in their physical development. Children use a range of different play equipment confidently such as small tools and balls and cones as they develop their coordination skills. Children's awareness of their own safety is developed as they are consistently offered explanations about why areas of the outdoor play area are out of bounds.

Children behave well and play cooperatively with their friends as they time each other during games such as to build the puzzle. Older children confidently play alongside their friends and often negotiate taking turns themselves. Staff use effective strategies such as praising good behaviour to encourage children to behave well and to be helpful.

Children are encouraged and supported to participate in activities through the warm and positive language used by staff. Well-planned activities and resources mean that when younger children sleep in the afternoon older children are able to continue to play and explore. Staff ensure that at all times during the day, each child's routine needs continue to be met well which enables children to remain settled and happy at all times.

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

The inspection was brought forward following concerns investigated by Ofsted about staff interaction with parents and the quality of written information provided. There were also concerns raised about the procedures for providing food for children with allergies and the procedures for administering and storing medication. The investigation found that the provider did not demonstrate a secure knowledge of providing for food and medicines, with particular regard for children with specific dietary needs. In addition, the investigation found that procedures to administer medicines were not robust, because of inaccurate record keeping, weaknesses in the risk assessment and storage. They found that, occasionally, staff deployment and supervision was not always effective. In addition, Ofsted found that the procedures for dealing with complaints were not robust and that the attendance register was not consistently completed. Ofsted issued the provider with a notice to improve and a welfare requirements notice. The provider was required to improve staff knowledge of how to provide food for children with allergies, and to ensure procedures to administer medication are robust. They were required to improve staff deployment and supervision. In addition, to improve risk assessment, and the record of attendance, to supervise staff who have contact with parents, and to improve the quality of written information. Ofsted monitored the provider, who has promptly complied with all the actions with the welfare requirements notice. The provider now meets all requirements and the manager monitors the provision well to maintain good practice.

This inspection found that the current manager has reviewed all policies and procedures to make sure they are robust. The manager is newly in post but has been previously employed by the company for several years. She is very familiar with the company ethos, policies and procedures. A senior management structure is established to support her work. The manager is constantly identifying and prioritising where improvements are best targeted and is able to show staff how these improvements are best achieved. The manager is aware of and understands the strengths and weaknesses of the setting making sound use of self-evaluation. For example, she is aware that there have been variations in staff practice relating to the implementation of the safeguarding and welfare requirements. Although staff are aware of their key children's next steps in learning, the system to record this information and share it with all staff and parents is still developing.

Robust recruitment procedures are in place for recruiting and vetting suitable staff. Procedures for carrying out risk assessments are appropriate and staff supervise children well. Staff understand their responsibilities relating to safeguarding and child welfare concerns. Procedures are in place and staff understand the action to take if they have concerns about an adult or child. There is a suitable complaints policy available that the nursery implements well. The manager and staff understand their responsibilities relating to meeting the welfare requirements.

Children are cared for in a clean and welcoming environment. The nursery is very well maintained and has recently been through major refurbishment of the building and garden. A process for security includes the safe arrival and departure of children. The procedure includes the use of a visitor's book. The manager welcomes and greets parents and other visitors on arrival. Staff deployment is good. For example, during lunchtime, staff have designated roles so that all staff are aware of who is responsible for serving and checking food is safe. Other staff are secure in their role to support the children and sit with them in a sociable atmosphere as children and staff have conversations and enjoy the time spent together.

The nursery works in partnership with external professionals to support individual children's learning. The staff team are willing, motivated and conscientious and understand what needs to be done to continue to develop the nursery. Parents say how happy their children are at the nursery and how much they appreciate the staff. They also say that they are familiar with their children's development and progress because they receive frequent verbal and written feedback. The manager is fully committed to, and understands the importance of working in partnership with local schools and others who care for children in order to support transition. She encourages participation in schemes such as the National Day Nurseries Association and the deputy manager is taking the lead role for the equality counts programme.

The manager has established a system for regular staff supervision, training and appraisal to support staff, develop their knowledge, and monitor performance. The staff team are undergoing a period of change with a new manager and deputy manager despite this the staff say that they are 'very happy' with the changes and 'appreciate the close support provided by the current manager and her senior team'.

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
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 action. 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	137799
Local authority	Brent
Inspection number	911240
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	60
Name of provider	Happy Child Limited
Date of previous inspection	11/09/2012
Telephone number	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, which are usually the childminder's 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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