

Happy Hours Private Day Nursery

Moresby Woods, Low Moresby, WHITEHAVEN, Cumbria, CA28 6RS

Inspection date	15/05/2013
Previous inspection date	14/11/2011

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

- Children enjoy a good range of outdoor activities and play opportunities. These are provided in a number of outdoor play areas, including a woodland play area with a forest nature trail where children can explore and investigate the natural world around them.
- Staff monitor children's progress and learning effectively. As a result, children's next steps are quickly identified and incorporated into future planning to ensure individual needs are continuously met so that children continue to progress in their learning and development.
- Partnerships with parents and other agencies are well embedded. Staff engage parents effectively in their children's learning and progress, and interagency working ensures that children with special educational needs and/or disabilities are well supported.

It is not yet outstanding because

- Opportunities to broaden the pre-school children's understanding of numbers, and number language during daily routines and play are not always acted upon to extend and further develop children's early mathematical skills
- There is scope to further support children's understanding and awareness of the similarities, differences and diversity of the world and the people around them.

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 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 pre-school room, toddler room, baby room, and the pre-school outdoor play area.
- The inspector held discussions with the staff members and the children during the inspection.
- The inspector completed a joint observation in the pre-school room with the nominated person of 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 staff working with the children, and the policies and procedures for the setting.
- 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 was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a rural location in the Low Moresby area of Whitehaven, in Cumbria. The nursery is one of two childcare facilities privately owned by K.L.S. (Cumbria) Ltd. It serves the local area and is accessible to all children. The nursery operates from two connecting nursery buildings and there are several fully enclosed play areas and a large open wooded area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and level 3. There are four staff who hold level 4 qualifications. The owner/manager holds Early Years Professional Status.

The nursery opens Monday to Friday for 49 weeks of the year. Sessions are from 7.30am to 5.30pm daily. Children attend for a variety of sessions. There are currently 59 children on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special 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:

- increase children's opportunities to use and talk about numbers in everyday routines and play to further develop their early mathematical skills by, for example calculating and comparing the number of plates and beakers required at snack time, and identifying the numbers used in hopscotch
- provide further opportunities to support children's awareness of the similarities, differences and diversity of the world and the people around them by, for example providing positive images of all children including those with diverse physical characteristics, including disabilities.

Inspection judgements

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

Children are making good progress in this welcoming and stimulating day nursery. This is because the staff have a secure knowledge and understanding of the learning and

development requirements of the Statutory Framework for the Early Years Foundation Stage and how children learn. Staff engage parents in their children's learning right from their first initial meeting by asking them to complete an 'All about Me' booklet. This provides detailed information about their children's experiences and achievements, likes and dislikes, and interests. Staff effectively use this information and their initial observational assessments of the children, to plan for when they first start at the nursery. As a result, children settle quickly because they participate in activities that interest them and staff understand their individual needs. Staff adapt their interactions and use individualised interventions to ensure all children, including those with special educational needs and/or disabilities, are included and able to take part in activities at their own level.

Staff observe children while they play and use these observations to plan for children's next steps in their learning. They provide interesting and challenging activities which keep children motivated and eager to learn. Children's achievements are recorded and stored in their folder. These records are updated regularly and the information gathered is used to complete children's progress check at age two years and their ongoing 12 week summary reports. These reports are shared with parents at designated parent's evenings where they are asked to contribute their thoughts and ideas about their children's development. Parents have also commented in their children's records that they are happy with the progress that their children have made since starting at the nursery. Staff provide a wealth of information in newsletters about the topics that the children in each room will be covering and things parents can do with their children at home. They have recently introduced a 'Wow' moments board in the reception area, which enable the parents to write any achievements the children have made at home. These are used to update progress records and provide opportunities to talk to children about what they have done at home. Staff gather meaningful information from families who speak English as an additional language to help them support children's home language in the nursery while also promoting their understanding of English.

Staff support children's communication and language as they play. They ask children open-ended questions, which enables children to think about what they are doing, extends their learning and engages them in conversations. An example of this is seen with the pre-school children when they are given a selection of empty cardboard boxes. The staff ask them about what they are going to make, what else they will need, and once the den is completed, how they have made it. Staff support children's use of imagination by providing additional textured materials and long thin cardboard tubes. The children become 'super heroes' and use the cardboard tubes as swords. These activities provide the children with experiences to be creative and express their own ideas and interests. Younger children have plenty of opportunities to express their language as they sing familiar songs, listen to stories and talk with staff constantly. As a result, children are engaged well and motivated in their play and learning.

All children in the nursery enjoy activities to aid their physical development. There are plenty of opportunities for very young children to practise their walking skills inside. They push toy shopping trolleys and activity toys around the room, and sit on rocking horses where they bounce backwards and forwards, with much enjoyment and laughter. The toddlers enjoy pushing mechanised toy cars back and forth to their key person and later in the day enjoy running around the room trying to catch the bubbles. The pre-school

children learn how exercise affects their bodies. They complete a range of exercises outside, for example hopping, jumping, skipping and running, and then talk about how they feel and how exercise keeps you fit and healthy.

The pre-school children enjoy using chalks to make marks on the newly plastered walls outside. They delight in drawing patterns and are beginning to write their names, which also aids their early writing skills. The pre-school children draw recognisable shapes, such as circles and squares and they have further opportunities to learn about shape, space and measure as they pour water into containers when playing in the water tray. However, staff do not always use every day practical routines to engage the pre-school children in counting, calculating and comparing number, for example at snack time. They also miss opportunities to further develop the pre-school children's counting skills and to better recognise numbers in their play, for example while playing hopscotch. This means that their learning is not always fully maximised.

Children benefit from the various outdoor opportunities available to them to explore and investigate the forest environment and the natural vegetation. They go for nature walks into the woodland belonging to the nursery and dig, plant flowers and grow vegetables in the raised beds and vegetable patch. Pre-school children learn about growth and recently planted sunflower seeds which sit on the window sill in the sun. Young children have opportunities to use cause and effect toys, such as flashing musical activity walkers and musical books. They thoroughly enjoy pressing the buttons and listening to the musical sounds they make. Staff encourage this and help children repeat their actions. Pre-school children have opportunities to use computers and to take apart electrical equipment, such as old radios, so that they can look at the inner mechanisms of electrical items.

All children throughout the nursery love looking at books and enjoy listening to stories. Younger children snuggle up to their key person and look at books together. The toddlers sit in their comfy corner and help themselves independently and join in with familiar stories. The pre-school children look at phonics books with staff and practise sounds and letters, sing familiar rhymes and action songs. These experiences help the children to realise that the print has meaning, which in turn helps them gain the skills in readiness for school and future learning.

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

Children are warmly welcomed by their key person and they settle easily in their care. They have formed strong attachments with key staff and good friendships are established with the other children attending. This helps to provide them, especially the younger children, with a sense of security. The effective key person process ensures that each child and family has a main point of contact in the nursery and this helps build up a secure and trusting relationship. The transition process within the nursery meets the needs of the children. Transitions are completed only when the child is ready, especially with the youngest of children. This approach ensures a smooth move between rooms and effectively helps all the children to settle quickly and easily. Staff initiate visits into the next room and accompany the children until they are well settled. They pass on the

children's learning records and provide time for the parents to visit the new room and to meet their child's key person.

Staff are positive role models and set a good example to children to encourage them to be helpful, kind and polite. They encourage children to share and take turns in games and activities and help children to adopt good manners. Children's behaviour is very good and staff consistently praise them for their efforts and achievements, which helps to build their confidence and self-esteem. As a result, children are willing to take part in activities, motivated to learn, and develop good habits for the future. For example, they learn to tidy away toys when they have finished playing with them. Children know their routine and show increasing levels of independence. For example, pre-school children line up at mealtimes to toilet themselves and toddlers learn to pour their own drinks at mealtimes. To further their independence, staff encourage children putting their own coats and shoes on by themselves and only intervene to help when required. Children confidently select favourite toys, and help themselves to resources during their play.

The whole nursery environment is a warm and welcoming place. All the rooms are inviting with some visual stimulation from displays of children's work and photographs, which promotes children's sense of belonging. There are a number of children attending the nursery from diverse backgrounds. Although staff introduce some cultural themes into the planning and celebrate some festivals with the children, there is a lack of positive images of children throughout the nursery which includes those with diverse physical characteristics, including disabilities. Children explore and investigate the natural environment outside in the woodland belonging to the nursery and visit places of interest in the nearest town. Children are provided with a wide range of resources in each room. These are of a high quality, safe and colourful. They are all developmentally appropriate and provide enhanced continuous provision areas for the children. The toys and resources cover all areas of learning both inside and outdoors. The rooms are spacious and well organised to provide comfortable areas for rest and play and most rooms have direct free access to a secure outdoor environment.

Staff promote children's healthy lifestyle by following effective health and hygiene routines. The nursery provides a nutritious, freshly prepared, home-made main meal and fresh fruit snack for children. For example, children enjoy a fish pie with leeks and swede, followed by home-made cake and custard. Fresh drinking water is accessible and readily available at all times. Children develop a good understanding of adopting a healthy lifestyle. They regularly access the outdoor environment and children learn that fresh air and exercise is good for them. Staff are proactive in helping children learn how to keep themselves safe. For example, staff remind pre-school children to be careful carrying resources outside. Staff talk to children about road safety and consider potential hazards, which they may encounter on outings in the woods. Children enjoy visits from the police and fire-fighters, which helps them to further understand about their own and others safety in the home and in the nursery.

The pre-school children and parents are prepared for the move onto school and the next stage of their education. They have opportunities to visit the local schools and meet the teachers. Also, the teachers from the schools visit the children at the nursery, so that relationships can be established with the new teaching staff. Staff provide the school with

a thorough summary sheet of the children's progress and achievements. This enables children to receive a consistent approach in their education and to enhance their development and provide continuity of care and learning.

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

The management and staff demonstrate a secure knowledge of the learning and development requirements. They effectively engage with children to make activities fun and interesting and, as a result, children make good progress. The nursery also meets all of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The management and staff provide a warm and welcoming nursery where everyone is valued and respected. The owner is a highly motivated and an effective role model for her staff team. She works closely with her daughter and the manager of the setting to monitor children's progress over a 12 week time frame to effectively assess children's progress and achievement. Supervision for staff and annual appraisals are completed. The ongoing professional development for staff also means that children are well supported in their learning because new ideas are introduced, for example sensory play for older children. Staff work together well and the management speak positively about the staff team and their passion and expertise in caring for children.

The management and staff fully understand the importance of safeguarding and protecting children. The good recruitment procedures ensure that the suitability of any new staff members is effectively assessed. Staff know and understand the procedure to follow to report concerns about the welfare of children. The designated person for the nursery understands her role and responsibility should she become concerned about a child in their care. Detailed risk assessments and routine safety checks of the building and outdoor play areas contribute significantly towards children's safety and security. Staff are clear about the procedures they must follow before allowing anyone to enter the nursery. There are closed circuit television monitors throughout the nursery to further support children's safety. All the required documentation and records are maintained.

The management and staff are enthusiastic and continue to seek ways to improve the good service they provide. They have completed all the recommendations made at the previous inspection, to promote children's safety and welfare. The management seek and incorporate the views of others, including staff, parents and children. They react quickly to any emerging concerns or issues with the running of the nursery and set clear and effective action plans to deal with these. As a result staff have made changes that have directly benefited children in the nursery and improvements are clearly sustained. The ongoing review of practice and self-evaluation leads to a clear understanding of the strengths of the nursery and areas for development. The recent addition of a pre-toddler room, refurbishment of the existing provision and the addition of two new outdoor play areas and a sensory garden significantly enhance the nursery provision and learning opportunities for children.

Good partnerships are established between parents, staff and other agencies to ensure that all monitoring is effective in supporting children's development. Effective links with multi-agencies and other professionals, who share care of the children, ensure that their specific needs are assessed and that appropriate support is provided. The 12 week monitoring of children's progress and development means that staff quickly identify if a child requires additional support. Staff engage well with parents. The parents spoken to at the inspection stated how much they value the nursery and how they are kept well informed about their child's progress and any nursery events. This is through informative newsletters, information on notice boards and verbally at arrival and collection times. As a result, parents feel valued and part of their children's learning and development.

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 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	EY277855
Local authority	Cumbria
Inspection number	877680
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	76
Number of children on roll	59
Name of provider	K.L.S. (Cumbria) Ltd
Date of previous inspection	14/11/2011
Telephone number	01946 591 000

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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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