

Happy Hours @ St Marks

St. Marks C of E Junior School, Alexandra Street, WIGAN, Lancashire, WN5 9DS

Inspection date

Previous inspection date

01/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Leadership is very strong. The pursuit of excellence is demonstrated through the rapid implementation of high quality systems to monitor and evaluate the effectiveness of the provision. This means staff are highly motivated and committed to the continued improvement of the setting.
- Children's language development is, mostly, given a high priority and the setting work closely with families and external agencies. Consequently, language delay is tackled early and children receive the support they need to make progress.
- Relationships are valued throughout the setting and children benefit from a well-established key person system which promotes their emotional well-being.
- Children are happy, motivated and eager to learn. Children are well supported by staff and are stimulated by a well-resourced and accessible learning environment.

It is not yet outstanding because

- There is scope to improve the very good range of information obtained from parents, so that practitioners are fully informed at admission of children's starting points and ways in which they can further support children who speak English as an additional language.
- Staff do not always make best use of opportunities to extend children's very good knowledge of phonics. This means children are not routinely learning how to link sounds to letters.

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 main play area, the two quiet rooms and the outside learning environment.
- The inspector held meetings with the manager and spoke to practitioners within the setting at appropriate times throughout the inspection.
- The inspector conducted a joint interview with the deputy manager.
- 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 at St Marks was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Wigan, Lancashire and is one of two nurseries owned by Happy Hours Private Day Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from one large room with two smaller quiet rooms for small group activities. There is an enclosed area available for outdoor play.

The nursery employs five members of childcare staff, in addition to the manager. Of these, all hold appropriate early years qualifications at level 3 or above, including two staff who hold a BA (Honours) Degree in Early Childhood Studies. The nursery opens term time only. Sessions are from 9am until 3.45pm. Children attend for a variety of sessions. There are currently 56 children attending who are 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 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 the development of early literacy skills for children by modelling the oral blending of sounds to make words in everyday contexts, so that children can segment the sounds in simple words and blend them together and begin to link sounds to letters
- extend the engagement with parents by: exploring ways to further encourage them to contribute more fully to the initial assessment of their child's capabilities and to further support their development of English by, for example, sharing details of phrases and their child's favourite rhymes, stories and songs from their home languages.

Inspection judgements

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

Children are happy, motivated and eager to learn. A well-resourced, stimulating learning environment effectively supports a good quality educational programme and successfully promotes all areas of learning. Staff have high expectations for children; they provide a

wide range of interesting and challenging experiences and good levels of staff support. Consequently, children make good progress given their starting points. Staff are very mindful of children's transitions into school and fully support children in acquiring the skills, attitudes and dispositions they need to be ready for their future learning. Consequently, children are active and inquisitive learners, many confidently explore the rich learning environment and enthusiastically embrace new experiences. For example, exploring the individual textures of dried rice, flour and cereal before mixing. Young children under three years become absorbed in their play, mixing the dry ingredients and spooning them in and out of containers. Such activities fully embrace children's natural curiosity. They provide valuable opportunities for young children to develop their physical skills and hand-eye coordination, as they scoop and pour the contents from one container to another.

The well-resourced learning environment, organisation of planning and practitioners' secure knowledge of children's targets help to ensure that children's learning is well supported and extended across all areas. Practitioners skilfully respond to meet the learning and development needs of a very mixed ability group as children aged from two to four are routinely cared for simultaneously in the same room. Children who present challenging behaviour are given very high levels of adult support to minimise disruption and conflict, particularly during child-initiated play. Children benefit from a very well-resourced and inviting outdoor learning environment. Consequently, children seat themselves in sheltered areas to look at books, with adult support. Children aged under three years use large brushes and water to make marks for a purpose, 'painting' the walls and 'drawing' pictures on the floor. Children are learning about the natural world and the importance of caring for the flowers they have planted. Their senses are awakened as they explore the scents within the herb garden, search for insects in the wood pile and play with imagination within the small woodland area.

Children's language development is given a very high priority. Practitioners work very closely with external agencies, such as speech therapists and with parents, to ensure appropriate intervention. Consequently, language delay is quickly identified and tackled early. This helps narrow the gap between children identified as being in need of additional support and their peers. Practitioners have embraced the 'Every Child's a Talker' programme and actively promote the acquisition of speech and language. Staff are confident in extending children's vocabulary and modelling speech as they play, for example, emphasising the correct pronunciation of words as they engage in conversations. Children over two years with special educational needs and/or disabilities are encouraged to name familiar items and given endless opportunities to express themselves through both verbal and non-verbal communication. For example, using picture cards and gestures to aid their communication and minimise any frustration for children who struggle to communicate verbally. Pre-school children engage in daily letters and sounds sessions, which generally extends their talk and enriches their vocabulary. However, staff do not make the best use of opportunities to model the oral blending of sounds to make words in everyday contexts. This means children are not routinely learning how to blend sounds and link sounds to letters.

Children who are learning English as an additional language are, generally, very well supported and are making good progress with their spoken English. Practitioners work

closely with parents to ensure children feel valued and settle quickly within the setting. Positive images are evident throughout the setting and labels are often in several languages. However, less information is received from parents in relation to children's home language, for example, details of phrases, rhymes and stories in children's home languages. This means practitioners do not always fully value a child's home language or support them in making the best possible progress. Staff routinely complete and evaluate observations; consequently, they have a good knowledge of children's capabilities and plan effectively for their future learning. Systems to assess children's starting points on entry are effective. However, opportunities for all parents to contribute fully to the initial assessment of children's capabilities are not always fully utilised. This means information is, sometimes, not as plentiful for all children. Parents are well informed about children's progress and are given meaningful suggestions to help them further support their child's learning at home. Systems to assess and share details of children's progress at two years of age are good and fully support systems to help ensure early intervention if children need additional support. Children with special educational needs and/or disabilities are very well supported and the nursery works closely with parents and external agencies, to ensure children receive the support they need.

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

Children benefit from secure and loving attachments, the key person system is effective and fully supports the emotional well-being of all children. This provides a strong foundation for their future learning. The caring, supportive and nurturing environment helps children feel valued, safe and secure. Consequently, children are happy and enjoy their time at the setting. They settle quickly on arrival and display a strong sense of belonging as they move purposefully to access their preferred activity. New and unsettled children are expertly distracted by staff who provide lots of comfort and reassurance. 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. Children are very well supported by staff who help children achieve personal independence, for example, toileting by themselves and putting on their own coats. They are learning the importance of socially acceptable behaviour because practitioners consistently implement positive behaviour management strategies. Practitioners are positive role models who cultivate a caring, supportive and respectful culture within the setting. Effective strategies are consistently implemented to manage challenging behaviour and pictorial routines are used to help children anticipate what will happen next and what is expected of them. Children's personal, social and emotional development is particularly well fostered and promotes children's confidence and self-esteem. This provides a firm foundation for their transition into school.

Children are developing a good understanding of the importance of a healthy lifestyle. A range of healthy snacks is 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, for example, helping themselves to water when thirsty. The setting provides clear guidance for parents who provide a packed lunch to help raise awareness of the healthy eating policy. Regular timetabled access to the outdoor learning environment provides valuable opportunities for all children

to be physically active and to practise and refine their physical skills. For example, rolling hoops and steering and manoeuvring cars with increasing skill and coordination. Children are routinely learning how to keep themselves safe because practitioners provide clear and consistent explanations to raise their awareness. Excellent systems are implemented on outings, as children consider road safety and wear high visibility waistcoats. Children's understanding of road safety is enhanced as they use the road marking and crossing patrol resources in the outdoor play area to act out real experiences.

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

Leadership of the setting is strong and the manager has high aspirations and a clear vision for the future. Since registration the manager has rapidly established effective systems to fulfil her responsibilities in meeting both the safeguarding and welfare and the learning and development requirements. A collaborative approach ensures the management team and staff contribute to a rigorous self-evaluation, that is based on careful analysis and monitoring of the setting. Parents' contributions are gained through questionnaires, which encourage them 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 an excellent understanding of 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 given their starting points. Good quality professional supervision is provided and the management team have initiated a targeted programme to evaluate and assess professional development needs. This ensures all staff are continually improving their knowledge, understanding and practice. Key staff have completed specific training to support their designated role, for example, the Early Language Lead Practitioner, so they can further support the development of speech, language and communication. Planning and assessment are regularly monitored and support 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. 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 work with families and outside agencies, are excellent. All practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow to protect children from possible harm. Recruitment and induction procedures ensure children are cared for by qualified and vetted staff. 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

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	EY457582
Local authority	Wigan
Inspection number	897021
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	56
Name of provider	Happy Hours Private Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01942766400

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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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