

Happy Hours Day Nursery

Dove Bank, UTTOXETER, Staffs, ST14 8DY

Inspection date	30/07/2013
Previous inspection date	08/07/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
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

- Staff provide a satisfactory range of activities and experiences, overall, to help children make reasonable progress in their learning and development from their starting points and in readiness for school.
- A strength is the regular opportunities provided for children to investigate, test and develop their curiosity in the natural environment.
- Children are happy, confident and develop close relationships with staff who are caring and meet their individual care needs well.
- Children's health is promoted well as they enjoy freshly prepared meals and snacks, which are healthy, balanced and nutritious and they benefit daily from the using the well-resourced outdoor play area.

It is not yet good because

- Staff do not consistently recognise children's progress and use the information gathered to plan experiences to further extend children's learning, in particular, in their communication and language and mathematics.
- The range and use of available resources does not consistently provide all children with a rich and varied environment, to further support their learning and development.
- The leadership team do not consistently use well-focused improvement plans and do not consistently monitor practice in the rooms to further improve the quality of activities and learning experiences, to further raise children's achievement.

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 playrooms and the outside learning environment.
- The inspector held a meeting with the registered person/manager and deputy of the provision.
- 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 feedback from parents and carers spoken to on the day and feedback questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Happy Hours Day Nursery is one of four settings managed by private owners. It was registered in 2002 and operates from five rooms, over two floors, within a detached converted property, close to Uttoxeter town centre. All children share access to an enclosed outdoor play area. There are several steps leading up to the entrance of the premises. The nursery is open each weekday from 7am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 33 children on roll in the early years age group. The nursery also provides care for children before and after school and during the school holidays. The nursery is in receipt of funding for the provision of free early years education to children aged two-, three- and four-years-old.

There are 10 members of staff employed. Of these, one holds a qualification at level 6 in early years and also holds Early Years Professional Status, one holds a qualification at level 5, one holds a qualification at level 5 and seven hold a qualification at level 3 in early years. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- extend further the children's communication and language by ensuring activities have a clear learning intention, such as introducing new vocabulary, ideas and concepts and allowing children more time to talk and respond to questions
- improve further the programme for mathematics, both indoors and outdoors, by providing a more challenging and interesting range of resources for children to work with numbers, consider quantities, weight, capacity and measures and use mathematical language.

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

- increase further the range of resources and use of available resources throughout the nursery to provide a more rich and varied environment, to further support children's learning and development
- develop further the role of the leadership team to more effectively monitor the quality of teaching and learning and ensure well-focused improvement plans are in place to secure further improvement.

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

Overall, the programme of activities, experiences and opportunities help children make satisfactory progress from their starting points. However, teaching and learning is variable as on occasions it lacks challenge. For example, the educational programme for mathematics does not provide a broad enough range of experiences and challenging resources to capture the children's interest. Consequently, older and more able children do not always benefit from sufficient challenge in their learning. Learning outcomes relating to children's progress in relation to their starting points are, mostly, satisfactory. For example, staff know the children well and they make regular observations of what children do, like and enjoy. Therefore, they plan well for their interests and children, mostly, enjoy what is provided. However, all staff do not consistently use information about children's progress to provide rich experiences with a clear learning intention, in particular, to further extend the older and more able children's communication and language.

Children are happy, confident and well-settled and develop close relationships with the staff. Staff use daily singing, musical instruments and music to capture children's interest and to encourage them to increase their language skills. Staff caring for babies engage them well by holding, rocking, making eye contact and using a lively voice to attract their

attention. Staff engage children well in discussion at group time and show a genuine interest in what they say. For example, as children share stories about their families and interests. However, staff interaction with children is variable. All staff do not consistently place enough emphasis on introducing new vocabulary, ideas and concepts during activities and allow children time to respond to questions. Children enjoy daily story sessions and staff use books well, which are often linked to the topic, to help reinforce children's learning. An appropriate range of writing materials are made available indoors and outdoors, which increases opportunities for children to freely make marks.

Children enjoy outdoor play as it offers a broad range of experiences to support their learning and play and physical development. The pre-school children benefit from using the outdoor area freely throughout the session. Staff caring for children under two-years-old also incorporate daily opportunities for children to be physical indoors. For example, babies have cosy areas, which have been developed to encourage them to roll, sit, stretch and grasp objects. More able babies use trundle walkers and use tunnels to encourage them to crawl and walk.

Staff provide a varied range of opportunities for children to explore a variety of resources, such as sand, water, cooked pasta and flour for mixing with water. Staff provide a varied range of opportunities for children to play imaginatively with resources, such as cars, garages, dolls houses and play people, which are popular with the children. Children learn about their natural environment as they dig, hunt for insects and plant flowers, herbs and vegetables in the garden. Once a fortnight children over two-years-old benefit from attending a local 'Forest School' site. This offers first hand, meaningful experiences for children to explore, observe and discover the natural and changing environment. For example, children use tools, such as mallets and potato peelers, to whittle twigs and make dens. Children attending the before and after school club and holiday club have use of a satisfactory range of resources and play materials. They benefit from attending local places of interest and leisure activities.

Older children to begin to count, sort, match and consider shape and size through using a varied range of puzzles, games and the computer. Staff use the daily routine, number rhymes and activities well for children to begin to count. However, staff do not consistently provide an interesting range of resources, such as scales, rulers, tape measures, numbers and a challenging range of construction toys, to capture the children's interest. Consequently, children have few opportunities to work with numbers, consider quantities, weight, capacity and measures and use mathematical language.

Positive relationships are established with parents and carers and they contribute to their child's initial developmental assessment. They are also actively encouraged to provide ongoing observations about their children's progress and achievements, such as through adding their comments to the 'Sparkle tree'. Staff use the annual parents' evening and the opportunity when children transfer between rooms, to formally share children's developmental assessments. They provide a written progress summary, to keep parents and carers up-to-date.

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

Staff place a strong focus on supporting the children's personal, social and emotional development. For example, there are clear routines in place in all the rooms and children respond well to changes, such as tidying up and lining up, ready to go outdoors for play. All children, including babies, show a real sense of belonging and form close attachments with their assigned key person. Parents and carers spoken to on the day of the inspection report their satisfaction with how well their children have settled and their children's growing confidence. Information they provide ensures that all children's needs are known and can be met.

Children are well-behaved and respond well to gentle reminders and direction from staff. Children learn to stay safe as they clearly understand safety in relation to the 'Forest School' session. For example, they learn about rules of behaviour when using the fire pit and how to use tools safely and the importance of rules to keep them safe. In addition, visits to the fire station and from the police, help further reinforce the importance of keeping safe.

Overall, throughout the nursery the range and use of resources is satisfactory. The outdoor area is well-resourced and offers opportunities for children to be physical, creative and imaginative and is enjoyed by children. However, the role play areas, indoors, do not incorporate an extended range of everyday objects, such as a table, bed and food packets, to further extend children's play and learning. In addition, the book areas in the rooms are not consistently maintained, to offer a broad range of books and story props, to capture the children's interest.

Children benefit from a four week menu, which is healthy, nutritious and freshly prepared on site. There are appropriate hygiene practices in place to prevent the spread of infection when changing nappies and the nursery is kept satisfactorily clean. First aid, accident and medication requirements are met, to secure the children's welfare.

Children are supported well when they transfer to another room within the nursery due to the sharing of information and the individually tailored settling-in process. There are appropriate systems in place to share information with other settings that the children attend and to support transition to school and these links continue to strengthen.

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

Since the last inspection the registered person has taken on the role of the manager and there is a new deputy in place. This newly developed leadership team work well together and have focused well on improving targeted areas for development. For example, the repair and decoration of the building and the recommendations set at the previous inspection. The interior and exterior of the nursery have been painted, kitchen refurbished and the roof replaced, to ensure the premises continue to be suitable and fit for purpose.

The manager has placed a clear emphasis on monitoring and meeting the safeguarding and welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, all the required records, policies and procedures are in place and staff clearly understand their roles and responsibilities in relation to safeguarding children. They are clear who to report any concerns to so that children are kept safe. Consequently, children's safety and welfare is secured. However, monitoring of the educational programmes is not rigorous enough, in order to fully support and extend individual children's learning and development. Staff benefit from regular staff meetings and appraisals and recently more regular one-to-one supervisions have been introduced, to better monitor staff practice.

The nursery's self-evaluation clearly identifies accurately some of the areas for improvement. However, from this analysis the manager has not created well-focused improvement plans with dates and timescales to bring about improvement more quickly in order to benefit children.

There are appropriate systems in place to ensure staff are suitably vetted and inducted and are clear about their roles and responsibilities. Satisfactory risk assessments and daily checks of the environment help secure children's safety. Parents and carers are kept appropriately informed about the nursery's policies and the educational programme. For example, the detailed prospectus, noticeboards, regular newsletters and parents' meetings keep them up-to-date about the nursery and their children's progress. Partnerships with other settings, professionals and agencies continue to develop to support children's education, care and welfare.

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	EY234249
Local authority	Staffordshire
Inspection number	915614
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	43
Name of provider	Happy Hours Partnership
Date of previous inspection	08/07/2010
Telephone number	01889 566678

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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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