

Happy Hearts Day Nursery

11 Kimberley Road, BOURNEMOUTH, BH6 5EX

Inspection date

Previous inspection date

02/09/2013

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

- Staff develop good partnerships with parents.
- Staff develop good systems to support children with the move to school.
- Children from all rooms mix together for periods of the day which enables them to interact and socialise with children of all ages.
- Children are very well behaved and considerate of each other and their environment.

It is not yet outstanding because

- Resources to support babies physical development are not always within sight or reach.
- The deployment of staff at some craft activities results in some children having to wait.

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 observed children taking part in activities indoors, outside and during meal times and care routines.
- The inspector had discussions with members of staff at appropriate times.
- The inspector spoke to several parents to gain their views.
- The inspector looked at children's records and samples of other documentation and policies.
- The inspector carried out a joint observation with the manager.

Inspector

Maria Lumley

Full Report

Information about the setting

Happy Hearts Day nursery originally registered at its current location in 2009 and has re-registered in 2013 as a Limited Company at the same location. It operates from a converted building in a residential area of Bournemouth. The nursery is privately owned and provides full day care and sessional care for children from age six weeks to under eight years. The nursery is open Monday to Friday, and from 7.30am to 6pm for 51 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 64 children on roll. The nursery is in receipt of the government funding for early education for three- and four-year-olds. There are three play rooms and associated toilet facilities. There are enclosed outside play areas to the front and back of the premises. The nursery employs 11 members of staff, of whom, ten hold early years qualifications. The nursery works closely with the Early Years Development Worker and Early Years Quality team.

What the setting needs to do to improve further

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

- further develop the organisation of some resources to fully support babies physical development

- review the deployment of staff at some activities to prevent children from having to wait.

Inspection judgements

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

Staff at the nursery are knowledgeable about how young children learn. As a result, their teaching is well-informed and effective. The nursery provides all children with learning experiences that are based around their learning styles, interests and individual needs. Parents contribute to the children's initial assessment of starting points on entry. They have designated time with children's key workers to look through, discuss and contribute to children's learning records. Consequently, information is well shared and children make good progress.

Children's communication and language is supported well through purposeful play and interactions. For example, by staff providing a wealth of activities with a clear learning intention in all areas of learning. Consequently, discussions and interactions are focused as

staff introduce new ideas, concepts, vocabulary and ask open and challenging questions, to make children think. For example, as they explore natural resources such as bark and pine staff ask children to describe what they see and feel. The children hold the shells to their ears and talk about what they can hear. This increases their vocabulary as new words are introduced. Younger children have good opportunities for discussion such as during circle time, story sessions and discussions during play. Staff value what the children say and show a genuine interest and therefore children are keen to explain their ideas. Children keenly share their news and tell staff and friends about visiting their grandparents at the weekend. Staff give good attention to babies and use their voice and touch to communicate with them. They use songs, picture cards and signing to capture babies' interests and increase their language.

Many children know print carries meaning as they make sense of familiar words and recognise their own and others' names during registration. They 'write' their names on pieces of work and on shopping lists. Babies explore making marks as they use their hands, cloths and brushes to investigate foam. Staff introduce animal figures for the babies to move around in the foam, capturing their interest and sustaining their play. Children explore weight, floating and sinking as they place various items in the water tray. They access magnets and investigate what surfaces they stick too, they are delighted when they discover the magnets stick to a metal colander. Children become focused as they use the peg trays, placing pegs in repeating colour sequences. They stack the pegs and compare height, saying, 'This one is the tallest'. Children are, therefore, developing good mathematical awareness.

Children learn about the wider world and local events through topics and discussions with staff. They help care for the nursery guinea pigs, washing, petting and feeding them. Children also take an active role in planting and growing plants. Many children watched the Bournemouth Air Show and excitedly shared their experiences with staff, naming various planes such as 'Red Arrows' and 'Bombers'. Staff follow this interest and provide children with resources to make cardboard planes. In addition they bring in local newspapers which children look through, cut out pictures and make collages with. However, due to the deployment of staff and positioning of some resources, some children stand and wait to participate and are not encouraged towards another activity.

Staff implement effective systems to record children's progress at the age of two years. They review children's learning journeys and next steps and talk to parents, sharing their knowledge of how children are developing. This effective partnership enables staff to write accurate reports.

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

Parents and their children are warmly welcomed into a bright environment with displays and photographs to capture what the children do. The assigned key person system is well-embedded and staff know each of the children's backgrounds and are sensitive and responsive to their care needs. Babies form close attachments with their assigned key person and familiar staff and show a real sense belonging as they enjoy being physically

close to them. Staff are well informed about babies' home routines and replicate this in the nursery. Consequently, stress and disruption to babies is minimised. Older children are excited to attend the nursery and rush in, seek out friends, share news with staff and settle at activities. Behaviour is good throughout the nursery. From an early age children learn about what is expected of them. Toddlers help to put blocks back into baskets. Staff reward their efforts with verbal praise and claps, this keeps babies motivated and when the task is completed they give 'high fives'. Older children are very familiar with the use of sand timers to support taking turns at popular activities. At different times of the day children of all ages mix. Older children show great care and consideration for younger ones, giving them cuddles and sharing toys. The use of reward stickers is a great motivator for children to work hard and behave well. They excitedly show their superstar stickers to friends.

Children become aware of keeping themselves safe through regular routines such as taking part in the emergency evacuation procedures. They help staff to mop up spilt water and sweep up sand from the floor to prevent slips and accidents. A child says, 'That's better, it's safe now'. Meals and snacks are freshly prepared on the premises and are varied, healthy and nutritious. Children adopt effective hygiene practices to prevent the spread of infection from an early age. First aid, medication and accident requirements are well met to secure the children's health and well-being. The outdoor areas provide good opportunities for children to be in the fresh air and become active and independent learners. They sit on see-saws and shift their bodies to activate movement. With good supervision from staff they climb ladders and slide down the slide. Newly mobile babies hold staffs' hands which supports early stages of walking. Babies experience standing on different surfaces and take great delight as they explore sand on their feet. However, there are fewer opportunities for babies to be independent in their mobility in the classroom as baby walkers are not well positioned to support this. An outside company visit the nursery and provide additional activities and resources to which further support all children's physical development.

Children are very well prepared for their move to school. Staff ensure that children are accomplished in self care skills such as dressing themselves and hand washing. Staff share stories about starting at school and involve children in role-play. Parents report that staff are extremely supportive to them and their children during this time. Staff take every child to their feeder school, regardless of whether it is a local catchment school or one out of the area.

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

The manager/owner has a clear understanding of her roles and responsibilities in meeting the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. They have a clear vision for the nursery, which is to provide children and families with good quality care and learning experiences. There are good procedures to assess staff suitability, their induction into the nursery is thorough and their ongoing professional development is effectively supported. Regular supervision, reviews

and staff meetings ensure that staff are kept up-to-date with changes in practice and enables them to actively participate in the development of the nursery.

There are secure systems for safeguarding children. The manager and the staff team know, understand and effectively implement the nursery's safeguarding and welfare policies and procedures, which promotes children's well-being. For example, incidents are dealt with promptly with the required documentation being completed. Staff are clear about what action they would take to deal with any concerns raised about a child in the nursery. Risk assessments are effectively used resulting in a safe and secure environment. Staff meet and greet parents, children and visitors at the door and attendances are registered. Therefore there is an accurate record of number of persons on site in the case of an emergency.

Parents are highly involved in their child's nursery life through questionnaires, parents' evenings and daily sharing of information. They also have access to a parents' notice board and compliment and complaints box. Parents verbally comment on their positive views of the care and education provided and the welcoming environment. They state that staff are 'very friendly and approachable' and that their children 'love coming to nursery'. Policies and procedures are shared with parents. Staff understand about sharing information between settings when children attend more than one provision. They achieve this through the two-way sharing of children's learning records. This supports the continuity and consistency in children's experiences and learning. Self-evaluation demonstrates a clear drive for positive improvement. For example, the nursery is planning to have a roof built over the rear garden to enable free flow regardless of weather conditions. Staff are involved in a quality assurance programme to look at different areas of their work, reflect and continuously improve the provision.

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	EY458061
Local authority	Bournemouth
Inspection number	906415
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	64
Name of provider	Happy Hearts Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01202419232

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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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