

# Happy Child Day Nursery

Woodgrange Avenue, Ealing, W5 3NY

<b>Inspection date</b>	03/09/2013
Previous inspection date	05/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		2

## The quality and standards of the early years provision

### This provision is good

- The key person system is fully embedded and children are happy and feel very safe and secure.
- Partnerships with parents, carers and other professionals are strong and, as a result, children settle well and are eager learners.
- Children display good levels of confidence and self-esteem which are key skills in their preparation for their next stage of learning.
- Staff provide a calm and respectful approach to all children. As a result, children behave well.

### It is not yet outstanding because

- The access of natural resources to enable babies to routinely explore and discover different textures is not fully maximised in daily play.

## 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 indoor and outdoor learning environment; this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals, development reports and planning documents.  
The inspector saw evidence of suitability and qualifications of staff, risk assessments, policies and procedures, and other documentation in relation to health and safety.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Anahita Aderianwalla

## Full Report

### Information about the setting

Happy Child Day Nursery is one of 16 nurseries run by Happy Child Limited. It opened in 2000 and operates from four rooms in a one level building in Ealing Common, within the London Borough of Ealing. Children share access to a secure enclosed outdoor play area. It is open each weekday from 8am to 6pm for 52 weeks a year. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 39 children may attend the nursery at any one time. There are currently 43 children on roll. The nursery cares for a number of children who have English as an additional language and children with disabilities and/or special educational needs. The nursery employs 13 staff, including the manager. Of these, 11 hold early years qualifications to at least level 2. Two members of staff are working towards a qualification. In addition, the nursery employs a cook and out of hours cleaners. The nursery is in receipt of funding for the provision of free early education for three and four year olds. The setting offers extra curriculum activities in Portuguese, ballet, fitness, baby massage and gardening.

### What the setting needs to do to improve further

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

- consider ways to provide more opportunities for babies to access natural resources in their daily play.

### Inspection judgements

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

Children are provided with a wide range of exciting and challenging learning opportunities in all areas of learning. This is because staff are very knowledgeable and demonstrate a good understanding of how children learn. Accurate and focussed observations are made to ensure an individual approach to planning for children's next steps in learning. There is a good balance of adult-led and child-initiated play. For example, children have great fun using their imagination. They sit in the garden playing with lentils and shredded paper, pretending to wash their soft toys.

Children often direct their own play, although staff are nearby to skilfully ask questions that prompt children to think and problem solve. For example, staff ask children what could happen if they do not get all the soap off the teddy. More focussed activities are planned to support children's learning and interests. For example, children learn about where food comes from. Children are fascinated when they help the local gardener to

plant some vegetables and talk about the different parts of the plant. This encourages them to think and ask questions.

Simple mathematics is encouraged through daily routines, such as at meal times when children count to see how many cups they need. They learn about weight and measure as they use the funnels and an assortment of different sized containers and buckets in the water tray. Children enjoy counting the number of buckets they fill. Number lines are on display and children begin to recognise sequences as they read books that encourage number recognition.

Children are eager, active learners as the nursery is extremely inviting, offering exciting, quality resources that interest children and capture their imagination. Children understand that text has meaning as the indoor environment is rich in text, including words and symbols in children's home languages. They enjoy favourite stories in a group. The use of props makes it exciting and children are encouraged to interact and to predict what happens next. A well-stocked book corner is used well to encourage children to develop a love of books. Early writing skills are encouraged as children have great fun using chunky chinks to make marks in the garden. They also have opportunities to experiment using their hands to paint and make patterns. Children's artwork is on display and children take pride in their efforts.

Staff have high expectations for the children in their care and are committed to offering a broad range of learning opportunities. They positively encourage parents to support the children's learning and development at home. As a result, children make good progress, including those with special educational needs and/or disabilities.

Children relish their time outdoors. Their physical skills are supported well as they use the large climbing apparatus. They enjoy playing games in the play house, such as selling ice-cream. Children have space to run around and play outdoors. Older children have challenging climbing frames that encourage them to balance, or they can sit with friends inside a den and hide away if they wish. They learn how to grow and take care of vegetables as they have a vegetable patch, and they have dance sessions that help them move to different types of music as they learn about rhythm and rhyme. Babies have plenty of opportunities to play and explore their surroundings safely, as they crawl around and navigate around different obstacles. Staff encourage babies to walk as they move objects further from their grasp and support them as they make one step at a time, continually praising their achievements.

Children show interest and concentration when taking part in messy play activities. They freely choose from the broad selection of materials in the craft trays to draw, write and develop their own pieces of work. Children explore different natural textures such as lentils in the builder's tray, and water and dough indoors and outside. Babies are encouraged to make marks with a good selection of large paint brushes and pencils that are available. Babies play with a broad range of interactive toys that make sounds and light up, and have access to a lot of resources that give them opportunities to shake and make noises. However, they do not currently have regularly access to a variety of natural materials that help them explore different textures in daily play.

Staff do encourage children to develop their speaking and listening skills. They talk to them and ask challenging questions and build vocabulary to support older children's language and communication skills. Staff are genuinely interested in listening to the children and they consistently ensure all children are heard. For example, children are gently reminded at story time to listen to each other and are given time to talk about their own experiences. Babies are equally supported well by staff who introduce simple basic words and make sounds that help develop young children's understanding of language. Children who have English as an additional language or have learning difficulties are supported well. For example, resources are readily available to promote their learning, such as signs written in the child's home language.

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

Children settle quickly and are very happy and eager to learn as they have formed close, secure attachments to their key person. Meaningful information, such as children's routines, likes and dislikes are discussed and this positively contributes to a smooth transition from home to nursery. Children show willingness to participate in all activities offered and are able to do so in a very safe and secure environment. This is because priority is given to safeguard children at all times. Children learn how to keep themselves safe as they discuss stranger danger and learn about road safety when walking in the local environment. They practise fire drills and know to listen and follow clear instructions of how to evacuate the premises.

Children are friendly, polite and are kind to one another. Their behaviour is good and this is because they know what is expected of them. Staff are gentle in their manner and are good role models, who speak calmly and respectfully to the children at all times. The staff have high expectations for the children in their care. Children's achievements and efforts are praised. For example, babies receive praise when they eat their lunch with a spoon by themselves.

Children learn about the importance of a healthy lifestyle. They are offered a variety of healthy and nutritious meals in line with their individual dietary requirements. They are given regular water to drink from their own beakers. Staff ensure babies are constantly able to access water, throughout the day to make sure they do not get thirsty, especially during hot weather. They are able to make decisions about what they eat and drink and staff encourage children's independence skills. For example, older children pour their own drinks, tidy away after themselves and serve themselves at meal times.

Children understand the importance of staying safe in the sun as they wear sun hats and sun cream when playing in the garden. All children are positively encouraged to enjoy fresh air and exercise daily. Children are physically active in all weathers and they move safely and climb and balance with confidence. In addition, staff thoughtfully plan to keep children from overheating during the hot weather, as they cool the rooms with air conditioning fans before the children arrive. This is so that young babies do not become over heated and fall ill. Older children independently take care of their personal needs as they use the bathroom. Staff change babies regularly so that they are able to be clean and

fresh and may engage in play in comfort.

Good support is in place to assist a smooth transition for children who are ready to move on to school. There is a good handover with the child's key persons, and parents are involved at every stage. Primary school teachers are invited to nursery to meet the children in their familiar surroundings. Working in partnership has a positive impact on children and helps children to become ready for school.

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

The manager and her team of staff are dedicated and committed to provide a high quality childcare provision for children. Staff has a good understanding of their responsibility in meeting the safeguarding and welfare requirements. They have undertaken the relevant safeguarding training and have a firm understanding of the thorough safeguarding policy and where to find relevant information should they need it. Staff demonstrate a clear understanding of their own personal responsibility to safeguard children and this is embedded in everyday practice.

The registered person and manager work closely to ensure that children's wellbeing and welfare are a high priority. The management keep records well and the registered person and the manager have regular contact. As a result, any concerns are dealt with immediately and effectively. Risk assessments identify areas that need addressing and staff record and take action swiftly, so that risks are often quickly minimised. For example, during the hot weather, air conditioning fans were installed in the setting to ensure that children were kept safe from overheating. In addition, staff conduct daily checks on the premises and robust written risk assessments to help further ensure the safety of the children. This enables children to play and explore safely. Management implement comprehensive policies and procedures to ensure the smooth day-to-day running of the setting and all policies are shared with parents.

The manager has a good understanding of the curriculum and monitors and evaluates staff practices well. The manager has regular staff meetings, and observations are undertaken of staff practice where the manager can discuss any training needs that may be identified. Systems for staff training, appraisals and supervision are robust and ensure all staff receive regular coaching to improve their personal development. This is effectively achieved as the manager has a good understanding of how children learn. This means children are fully supported to make good progress.

The manager and registered person use a thorough recruitment process to ensure staff complete appropriate checks and an induction. This means children's well-being is protected. The registered person arranges regular senior staff meetings to ensure the consistency of practice is monitored closely throughout the other settings.

The effective self-evaluation procedures include the views of staff, parents, children and other interested partners, such as advisory early years development workers. The

manager is able to discuss plans to improve the provision for children. Recommendations made at the last inspection have been implemented. For example, children are able to access creative mark making resources easily and there is suitable appropriate furniture for children to sit during lunch time. They all work as an effective team to drive improvement and there are clear plans for further improvements.

The nursery has strong relationships with parents. Parents are encouraged to share what they know about their child's abilities when they first attend, and are positively encouraged to support their children's learning at home. Daily diaries and a detailed learning journey book are used to assist this process. An open door policy, easy access to children's development records, and arranged meetings with the children's key person offers parents opportunities to discuss their children's development. Useful information is on display for parents around the setting. This includes good information about the staff and their qualifications. Photographs of the children at play are also on display, giving parents a good insight of their child's time at nursery. Parents comment on their complete satisfaction of every aspect of the setting. They comment on the ease with which their children settle, the progress they make and how happy their children are to attend. Parents also comment on the friendly, supportive and approachable staff.

Staff have good partnerships with other professionals and agencies. They are vigilant in their approach to seeking early interventions for children they have identified with additional needs. For example, staff work with specialists, such as physiotherapists and speech therapists, to develop and implement strategies to support children who require additional help. This approach means that children receive good levels of support when needed and children receive the best possible care.

### **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
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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

<b>Unique reference number</b>	118137
<b>Local authority</b>	Ealing
<b>Inspection number</b>	933951
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Happy Child Limited
<b>Date of previous inspection</b>	05/02/2011
<b>Telephone number</b>	0208 992 0209

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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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