

Happygems Daycare Limited

Belmont Snooker Club, 19 Belmont Road, ERITH, Kent, DA8 1JY

Inspection date

Previous inspection date

03/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 plan enjoyable activities and children make steady progress in their learning.
- The nursery works together with parents to meet the individual needs of children.
- Children are happy and settled in the nursery because staff meet their emotional needs well.
- The provider is focused on improving staff's professional skills and they attend relevant early years training courses.

It is not yet good because

- The provider has not checked the suitability of some staff due to misinterpretation of legal requirements and has not notified Ofsted about a new manager. These are breaches of requirements.
- Staff do not fully support the youngest children to develop the physical skills required to manage their personal care needs.
- Staff do not provide pre-school children with challenging outdoor activities to promote their physical skills.

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 held a meeting with the registered provider.
- The inspector spoke to the manager, staff, and parents who were available during the inspection.
- The inspector observed activities in the main play areas and in the garden.
- The inspector viewed a sample of children's development records and activity plans and the nursery's policies and procedures.
- The inspector carried out a joint observation with the registered provider.

Inspector

Sarah Moore

Full Report

Information about the setting

Happygems Day Care Limited registered in 2012 and is located in Erith, in the London Borough of Bexley. Children take part in activities in a main hall, smaller hall and an enclosed outdoor play area. The nursery is situated close to a local park and within walking distance of local shops and public transport links. There is off road parking for dropping off and collecting children. The nursery is open each weekday from 7am to 6.30pm, all year round. There are currently 19 children on roll in the early years age range. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery supports children with special educational needs/and or disabilities and children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The company employs a manager and 10 members of staff, eight of whom hold appropriate childcare qualifications. One member of staff holds Early Years Professional Status.

What the setting needs to do to improve further

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

- implement effective systems to safeguard children, by; ensuring all staff caring for them are suitably checked by the provider, including through a Disclosure and Barring Service check, and by; ensuring staff that have not been suitably checked by the provider do not have unsupervised access to children.

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

- enhance the programme for physical development, by; enabling all children time to practise the skills required to manage their personal care needs and encourage their independence, and by; providing outdoor activities to help develop their balance, whole body coordination and control
- enhance children's learning by introducing real life resources and equipment for them to use in their play and activities.

Inspection judgements

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

All children enjoy a suitable range of activities, which cover the required areas of learning of the Statutory Framework for the Early Years Foundation Stage. Toddlers play cooperatively alongside one another at the construction table. They develop their concentration and coordination skills as they fit small pieces together to make models. Staff support children to develop their language skills by asking them questions such as 'what can you see' and 'what colour is that'. During activities staff repeat the words children say to teach them the correct pronunciation. Children enjoy taking part in group singing time and staff encourage them to choose their favourite songs. Children have fun waving to one another as they sing their 'good morning' song. Babies experience 'jelly play' to stimulate their senses and children enjoy playing in the garden and experiencing activities such as planting seeds and sand play. However, planned activities in the garden area do not provide pre-school aged children with opportunities to develop their large muscle physical skills such as balance, control and coordination. This is because the resources set out are more suited to younger toddlers and babies. Staff also miss some opportunities to enhance children's learning, because they do not provide real life resources for children to explore during play. For example, the role play areas in the nursery contain plastic children's toys rather than real utensils and equipment made from different materials.

Appropriate systems to observe and assess children's learning and development are in place. Staff are knowledgeable of children's stages of development and plan activities, which meet their individual interests and needs. Pre-school children practise their writing skills as they get ready to move to school. Children's development files show all children, including those who are learn English as an additional language and those who have additional needs, make steady progress. However, not all children are developing the key skills ready for the next stage in their learning. This is because some staff do not enable children to learn to be independent and practise new skills. For example, during mealtimes children aged between 18 months and 2 years are not encouraged to learn to feed themselves or sit with other children around a table. This is because staff sit these children in highchairs and staff hold the bowl and spoon as they feed children their food.

The nursery works together with parents to share information regarding their child's learning. Staff provide daily feedback to parents and use shared journals to record children's achievements, experiences and general information. Parents contribute to children's journals to share their development and special information from home to help staff support children's individual needs. Parents are happy with the nursery. They comment 'staff meet the emotional needs of my child well' and 'his care is professional and staff are knowledgeable of his development needs'.

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

Staff meet children's emotional needs well, which means children are settled and happy in the nursery. They show this by settling quickly as they arrive, confidently exploring activities and joining in with group times. Staff provide comfort to children who are unsettled or tired by giving cuddles and reassurance. They meet children's individual needs by enabling them to enjoy their comforters, such as a dummy as they become tired.

Staff use a soothing voice when interacting with children, in particular babies. They provide a running commentary to babies as they change their nappy and use this time as an opportunity for one-to-one interaction to support their social and emotional needs. There are thoughtful systems in place to support children as they settle into the nursery and get ready to move on to school.

Staff encourage toddlers to learn acceptable behaviour as they begin to socialise with one another. For example, when they argue over toys, staff support them to learn to share by giving them one each to play with. Children enjoy learning to be independent. Staff encourage toddlers to try and put their own dressing up clothes on and they support them well as they discover problems. All children practise washing their own hands, including babies. Pre-school children learn to serve their own food and drinks and toddlers are encouraged to help tidy up the toys. Staff encourage children to be healthy by enabling them to gain fresh air and exercise in the garden. They enjoy balanced meals and can choose to have a drink when thirsty and rest in comfortable areas when tired. Pre-school children enjoy learning about health and exercise during group activities. They look at different foods and how their bodies respond to physical activities.

The environment is well resourced and toys are displayed to encourage children to explore. All activities are at the children's level, which enables them to make choices as they play. The staff operate good systems to keep children safe and are vigilant of children's safety. However, there are weaknesses in the management systems for checking the suitability of some staff, which means systems to keep children safe are not thorough.

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

The provider has acceptable knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Misinterpretation of the specific requirement relating to staff suitability means the provider has breached the safeguarding and welfare requirements though the impact on the children's welfare is small. The provider has sufficient systems in place to check staff suitability, including thorough identity checks, proof of training and qualifications, previous employment and Disclosure and Barring Service (DBS) checks. However, the provider enables some staff, who have provided evidence of a recent DBS check from their previous employer, to have unsupervised access to children until their current DBS check from the provider is in place. Ofsted did not hold the details of the nursery manager prior to the inspection. Although, the provider has acceptable knowledgeable of the requirements which have to be notified to Ofsted, she was unable to demonstrate that she correctly notified Ofsted of the details of the nursery manager, which has resulted in a failure to notify and a further breach of requirements. Ofsted may take further action.

The provider and manager regularly monitor the observation and assessment of children's learning and development to help ensure that all children are making progress. They use a tracking system to identify the progress children make and this supports staff to identify

those who require additional support in their learning. The nursery works well with the local authority and other professionals to support children in their development. The local authority early years advisor supports the provider and manager to develop the operation of nursery. Good links have been made with the area special educational needs coordinator and the local children's centre to support children and parents and promote inclusion.

Staff benefit from a professional development system, which includes yearly appraisals and regular supervision meetings. Staff attend regular training courses to update their knowledge and skills. The provider encourages staff to work towards a higher qualification to improve their professional and personal development. As a result, the team hold a range of relevant qualifications. Staff who are unqualified are actively training towards an early years qualification. The nursery has thoughtful procedures in place to work in partnership with parents. Parents access the nursery independently, by using a secure finger print recognition system. This enables them to feel welcome as they enter the nursery at any time during their child's day. Sufficient procedures are in place to share information with parents and gain their views. The provider considers the views of parents and staff as part of the nursery's self-evaluation process. They have begun the process of planning in order to make improvements to the operation of the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that any person caring for, or in regular contact with children is: suitable to work with children which must include obtaining a Disclosure and Barring Service check, is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit for the work.

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	EY457504
Local authority	Bexley
Inspection number	932943
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	19
Name of provider	Happygems Day Care Limited
Date of previous inspection	not applicable
Telephone number	01322635268

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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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