

Happy Child Day Nursery - Kenton

St. Mary's Church, Kenton Road, Harrow, Middlesex, HA3 8DB

Inspection date	16/09/2013
Previous inspection date	16/05/2011

The quality and standards of the early years provision	This inspection:	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 robust and staff know the children well. As a result children are happy and settle well in the nursery.
- Children have good opportunities to engage in sensory play, and investigate and learn about different natural materials.
- Staff assess the children's development and share their observations with parents. They value parents' knowledge of their children, which helps staff to promote children's learning well.
- Children access and freely select from a good variety of resources enabling them to develop skills and independence from an early age.

It is not yet outstanding because

- Staff do not always ask carefully open-ended questions that further challenge children to look more closely at how things work to support their understanding of the world.

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 the premises and resources with the deputy manager.
- The inspector observed the children at play in all the rooms.
- The inspector had a long discussion with the staff, manager, and area manager.
- The inspector sampled documentation including policies such as complaints, planning, evidence of staff suitability and children's learning journeys.
- The inspector carried out a joint observation with the manager.

Inspector

Anahita Aderianwalla

Full Report

Information about the setting

Happy Child Nursery registered in 2001 and is run by Happy Child Limited. The nursery operates from a church hall in St. Marys Church in Harrow, in the London Borough of Harrow. There is access to a large main hall, a baby area, two additional rooms and a secure outdoor play area. The nursery provides a service for children from the local community. The nursery is open each weekday from 7.30am to 6pm, with an option for early and later hours, all year round, except Christmas and bank holidays and company inset days. There are currently 80 children on roll in the early years age range. Children attend for a variety of sessions each week. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs 13 full-time members of staff. Of these, nine staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- further build on existing knowledge of what children know, and pose carefully open framed questions that further challenge them to look more closely at how things work.

Inspection judgements

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

Children enjoy a variety of activities, which encourage their development across all areas of learning. Staff take note of the children's interests and plan activities to build on these and extend their learning, which helps them make good progress. For example, children delight in making paper mach spiders and snakes made from socks for their own forest. This simple activity provides a good opportunity to develop their fine physical skills as they learn to paint, cut and glue different materials to create models. They make choices about the different types of trees and plants they want to paint in their forest, and demonstrate increasing control as they use crayons and scissors to cut out rubbings and drawings of real leaves. Staff make good use of the activity to talk about different types of insects they held when they had a visit by a specialist zoo company.

The staff encourage children's language skills well as they use descriptive language about their actions. This encourages the children's communication and language development as they copy their words. Some staff make good use of every opportunity to include shape,

position and quantity in their interactions. For example, they praise children for making two circular spiders. This provides them with an opportunity to learn about living things and develop their mathematical skills.

Staff undertake planned activities with children to encourage their physical development and children make good use of the outdoor play equipment to develop a range of physical skills. They sing action songs and use musical instruments, developing their creative abilities and communication and language skills. Children enjoy make-believe play as they care for the baby dolls and demonstrate increasing coordination and problem solving as they imagine they are at the doctor's surgery and give injections to their dolls. Staff model behaviour as they nurse and talk to the doll and the children follow their example.

Children have easy access to attractive books and listen to stories and encourage the participation of all children. There are ample resources available for writing and mark making and they are used in all areas of the nursery. For example, pens and papers are kept in the role play area so children can write prescriptions as they imagine they are at the doctor's surgery. There are resources to sort and count in all rooms and are set out attractively for children to use them easily and independently indoors or outside.

The baby room provides a very good nurturing environment. There is a relaxed happy atmosphere where the young children explore confidently. They crawl and climb on challenging climbing frames and through the tunnel and receive praise and encouragement from the attentive staff. Babies crawl on to members of staff's laps and enjoy a cuddle, which helps them feel secure. The staff encourage babies to share books. They look at the pictures together and staff read the words. When the very young children bob up and down patting the book and making noises, staff respond positively, encouraging good interaction and early communication skills.

Development records and observations indicate that staff monitor the children's progress effectively. Staff consult with parents and understand children's individual interests. This helps them to plan experiences and activities to motivate and encourage development. Senior staff monitor the quality of the development records to ensure that each child's progress is being monitored effectively. Staff use their observations of children's interests to plan further learning experiences. For example, they extend children's interest in cars by talking about the names and colours of cars. However, on occasion, staff do not consistently pose carefully open-ended questions that further challenge children to look more closely at how things work to develop their understanding of the world. Good care is taken to help and encourage children with specific individual needs, for example those who are learning English as a second language. Parents provide key words in the child's home language enabling staff to recognise and acknowledge the child's attempts at communication.

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

All the children have a key person who builds positive relationships with parents. This enables them to share information, understand the individuality of each child and promote

continuity of care. Children are confident and relate well to the staff who are good role models. Children seek and receive cuddles and attention frequently. Staff acknowledge the children's feelings and respond to them quickly. For example, they notice when children may be upset and ask for their parent. Staff immediately, distract and comfort them by asking them to play with their favourite toys, as they gently stroke their hair to reassure them.

Children's behaviour is very good. Staff encourage the children to share, take turns and begin to recognise and respect people's feelings, through their daily interactions. This means children learn to behave positively towards other people. Good care is taken to promote the safety of the children and also encourage the children to be aware of safe behaviours.

Children learn about keeping safe and how to use resources with care. For example, they use scissors to cut during creative play, forks and knives at lunch time and they regularly practise the fire drill. A varied and nutritious diet is provided including meat, fish and vegetable dishes, which helps children to become familiar with healthy eating. Children have fruit each day and drinking water is freely available in cups throughout the day. Staff remind children to have drinks in hot weather so they do not get thirsty. Children demonstrate an awareness of good personal hygiene routines relevant to their age and abilities. Their independence is encouraged through the easy access to toilet facilities. Staff change babies' nappies frequently and prepare children for changes in their care. These are all recorded in detailed daily books that are shared with parents so they are aware of the care their children receive.

Staff prepare children well to become independent and develop good care skills that prepare them well for their move to school. Young children moving rooms within the nursery have many opportunities to visit the 'new' room with their key person. This helps the child to become familiar with the new environment, the staff and the children, which helps them to feel comfortable and secure.

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

The staff team work well together and are dedicated to providing good quality care. All the staff have a good understanding of their roles and responsibility in meeting the safeguarding and welfare requirements. Staff are diligent in making sure the premises are secure. The staff are fully aware of safeguarding policy and procedures. For example, all staff are aware of the signs and symptoms that may indicate concerns about a child's welfare, and the action they would take if they are concerned about a child to help keep them safe. A system is also in place to report concerns staff may have about colleagues. Safeguarding is a topic often discussed in staff meetings, ensuring everyone has a clear and confident understanding of their responsibilities. The manager ensures there are sufficient qualified staff in each area of the nursery to make certain that children are safeguarded and ratios maintained throughout the day.

Clear policies and procedures, including complaints, are in place and shared with parents and all staff. The manager and deputy are aware of the requirements of registration and ensure that all required records are maintained. For example, the registered person, the area manager and the manager work closely together to ensure that the children's welfare and well-being are a high priority. The area manager meets with all management and keeps detailed records of any concerns that may arise, making any necessary adjustments or changes to improve the outcomes for children. As a result any concerns are dealt with quickly and efficiently. Risk assessments identify areas that need addressing and action taken is recorded and acted upon swiftly, so that risks are quickly minimised to protect children. Robust recruitment, vetting and induction processes are in place to ensure people are suitable for their roles. All staff are appropriately vetted and any staff who have checks underway are not allowed to work alone with the children. This helps to promote children's welfare. Staff have regular supervision and annual appraisals. They are encouraged to gain qualifications and attend regular training to support their own professional development, in order to constantly improve the opportunities they can offer for children.

The manager monitors the planning and assessments and reviews the development journals and activity plans to ensure every child is progressing and that staff offer them a good variety of experiences throughout the nursery. The records and discussion indicate staff have a good understanding of child development and how to encourage children to progress. There are robust systems for self-evaluation and involve the staff, children and parents in the process to help promote good outcomes for children.

The nursery works hard to provide and promote positive relationships with parents. They offer many opportunities to discuss children's progress. They also offer coffee morning sessions which focus on particular aspects of development. The newsletter and notice boards contain a very good amount of developmental information, planning and news, relevant to the care of young children. Good relationships are in place with other professionals. For example the speech and language therapist and the local schools and preschool. Good use is made of the support of local advisers and links with local schools to support the good outcomes for children.

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	EY218131
Local authority	Harrow
Inspection number	909552
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	80
Name of provider	Happy Child Limited
Date of previous inspection	16/05/2011
Telephone number	020 8909 2477

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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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