

# Happytalk Nursery

The Cabin, Anstey Park, Alton, Hampshire, GU34 1BA

<b>Inspection date</b>	19/11/2013
Previous inspection date	07/12/2009

<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

- Children are safe and secure in the nursery because they are cared for by vetted and qualified staff who protect them and risk assess areas used by children carefully.
- Children play and explore in a well-resourced, welcoming and stimulating environment which helps develop their confidence and independence, and supports their all-round development.
- All children make progress because planning and assessment are detailed and accurate with individual needs being targeted and timely additional support sought.
- Children's needs are met through strong partnership with parents and outside professionals, which ensures that they receive a good level of support.

### It is not yet outstanding because

- Staff do not take all opportunities to help children develop their pre-reading skills in readiness.
- Induction procedures do not always ensure that everyone is fully aware of their role in how to support children.

## 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 had discussions with the joint owner/managers.
- The inspector examined a sample of documentation which supports the running of the nursery.
- The inspectors spoke to children, some parents and staff.
- The inspectors observed children throughout the day in all rooms, inside and outside.

## Inspector

Avaril Allen

## Full report

### Information about the setting

Happytalk Nursery opened in 1996 and registered with Ofsted in 2001. It is privately owned by the joint owner/managers. The nursery operates from the scout cabin in the middle of Anstey Park close to the town centre of Alton in Hampshire. The children use the hall in the building as a playroom. There are also two smaller rooms available with kitchen and toilet facilities. Children have use of an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday. Sessions are from 9am until 3.30 pm Monday to Thursday, and on Fridays from 9am until 12 noon.

Children attend for a varied times and bring packed lunches when staying all day or for longer sessions with lunch. There are currently 40 children on roll in the early years age group. The nursery currently supports a number of children with special educational needs and/or disabilities, and supports a number of children who speak English as an additional language. The nursery employs four staff who all hold appropriate early years qualifications.

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

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

- enhance the programme for children's literacy development to help children develop their pre-reading skills more in readiness for the eventual move to school
- strengthen induction procedures to ensure that everybody, including students on work placements, are fully aware of their roles, in order to support children as well as possible.

## Inspection judgements

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

The staff provide a detailed assessment programme that ensures children make progress through well-planned educational programmes. Children's starting points are clearly recorded from initial information gained from parents. This knowledge helps staff plan experiences that interest children. Staff undertake the progress checks for children aged between two and three years, and record the outcomes in the children's records to share with parents. Staff use this information together with ongoing observations to plan challenging activities to help children progress; however, adults do not always take advantage of opportunities during daily activities to promote learning. For example, staff missed chances to promote literacy in regard to children's pre-reading skills, such as when

using name cards with children on the carpet. Overall, however, the quality of teaching is good and staff have high expectations of children. They show good understanding of how to promote learning with them.

Children are confident and secure in a well-resourced stimulating environment that staff create for them. They are confident speakers and are able to follow instructions well because staff teach them to listen carefully. Staff use skilful questioning to encourage children to think about why things happen and what might happen next. In the garden, for example, children were discussing why the plants needed water and what the plants needed to help them grow.

Children are making good progress in the main areas of learning. Children listen attentively to stories and join in with repetition in stories and songs. This was demonstrated clearly during the Christmas Nativity play rehearsal and the afternoon music session. Children showed confidence in speaking, demonstrating how their developing communication, personal, social and emotional skills are growing. Staff help children to develop negotiating skills when sharing resources while enjoying the use of a large, attractive outdoor space. Children speak freely to visitors and are confident with new adults within the security of their environment. This will help them to build good relationships with other adults such as teachers in school as they move on. Staff support children well to manage their personal care and hygiene. Children use the toilet independently and understand the importance of using soap when washing hands. They are able to dress themselves in coats and boots. All these are useful skills for children's next stages in learning.

Children play and explore and are motivated to learn. Children experience a variety of activities outdoors gaining knowledge and understanding of the world around them. Such as exploring with magnifiers to look for insects and creatures. They discuss the weather and the need for appropriate clothing in different seasons. Outdoors, children persisted in their efforts to build with crates and think creatively about their play, finding ways to do things. There are opportunities to develop physical skills because staff set out the environment to allow free movement throughout, with the addition of a climbing frame in the centre of the room for physical activities indoors. Children use tools for digging and hold and pour from watering cans. Such activities help them gain control of their hands and fingers in preparation for developing writing skills for the next stage of learning. Early mathematical development is encouraged by knowledgeable staff who incorporate using number and shape into daily activities, such as in sand pit activity and during music.

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

The 'key person system', in which staff take special responsibility for particular children and their families, is strong and ensures that individual needs are being met. Information gathered from parents helps children develop secure attachments with their key persons. This means that children are emotionally secure and ready to learn. Children are settled because staff have worked hard to develop children's social and emotional skills and helped them to develop strong relationships and independence. Being independent is a

useful attribute for the next stage in children's early education.

Staff are good role models who demonstrate and encourage positive behaviour with the children. Children are encouraged to share and take turns and work cooperatively. Staff are deployed well and assess and manage the risks outdoors very well making sure the children are aware of potential hazards, such as slippery surfaces. Interviews with staff and parents make clear that staff have thought through safeguarding issues. The behaviour of the children clearly demonstrates that they feel safe in the nursery; they approach staff readily and show trust in them. Parent discussions show that there are good programmes in place for moves between home and the nursery and to facilitate a smooth transfer from the nursery to school, so children are emotionally prepared for the next stage of their learning.

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

There is a strong management team, which understands the requirements of The Statutory Framework for the Early Years Foundation Stage very well. All staff have been vetted and trained and have a good understanding of safeguarding and welfare requirements. They recognise signs and symptoms of possible harm and as a result are able to protect the children in their care. Induction procedures are generally good, with a strong focus on safeguarding.

Staff training programmes are ongoing and management is efficient in monitoring and updating required training, such as for First Aid and Safeguarding. However, management do not always take steps to ensure that students fully understand the information given to them when they first start, so they are quite clear on their individual roles and responsibilities in supporting children.

The owner managers reflect accurately on their own performance. A positive attitude has been demonstrated towards making the improvements recommended in the last inspection, which have improved the provision. A new assessment programme has been introduced, which is very detailed and effective in helping to make sure planning of learning and development meets children's separate needs. Management have ensured that all staff are able to use the programme and regularly monitor its use. Staff meet regularly to reflect on practice and adjust practice as necessary..Self evaluation shows areas of strength and where improvements can be made; an action plan is in place. Parents feel valued and respected. They are involved in the nursery and felt able to share very positive views about the nursery's leadership.. All this practice demonstrates that the owner/managers are able to drive continuous improvement effectively.

There is good evidence of a strong relationship with the specialist team from the local authority. Management and staff follow programmes set by other professionals carefully to meet the needs of the children concerned. Parents spoken with confirm the strong partnership between the nursery and outside agencies, stating children with particular

needsi well supported. This means that all children, whatever their needs, have these met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	109972
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	845976
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Happytalk Nursery
<b>Date of previous inspection</b>	07/12/2009
<b>Telephone number</b>	01420 544523

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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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Piccadilly Gate  
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