

# Happy Hours Nursery - Yatton

Hereward House, North End Road, Yatton, Bristol, Avon, BS49 4AW

<b>Inspection date</b>	10/03/2014
Previous inspection date	31/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 undertake an accurate and robust assessment of the children's prior skills when children enter the nursery and effectively use this information to plan suitable next steps.
- There is a good balance of adult-led and child-initiated experiences across the areas of learning to support children's play and ideas.
- Good settling-in procedures arranged by the key person, ensures children are given sufficient time to visit the nursery and staff work closely with families to meet individual needs.
- The manager successfully plans for the training and professional development of the whole staff team. She offers continuous support and mentoring to help staff in all aspects of their role.

### It is not yet outstanding because

- Visual teaching aids in the outdoor environment are somewhat limited and not varied, which hinders at times, opportunities for continuous.

## 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 children playing in the play rooms and the outdoor area.  
The inspector held discussions with the manager, the staff and the children
- throughout the inspection and undertook a joint observation with the Early Years Professional.
- The inspector looked at children's assessment records, the planning documentation and the systems for monitoring of children's progress.
- The inspector checked evidence of suitability and sampled a range of documentations.
- The inspector spoke to parents and carers and took their views into consideration.

## Inspector

Shahnaz Scully

## Full report

### Information about the setting

Happy Hours Day Nursery is privately owned and opened in 2001. It operates from both floors of a detached house in the village of Yatton in North Somerset. Children under two are accommodated on the ground floor in two play rooms and a sleep room whilst older children are situated on the first floor and use four rooms. There are toilet and nappy changing facilities on both floors. There are two secure outdoor areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 76 children in the early years age range on roll. This includes children who are in receipt of free early years education. The setting supports children with additional needs and who speak English as an additional language. The group opens five days a week all year round. Sessions are from 8.00 am to 6.00 pm. The owner employs a manager who has a level 3 early years qualification and is supported by 13 staff, of whom, 10 staff have early years qualifications which includes a qualified teacher and one staff with level 6 qualification in Early Years Professional Status. Currently, two staff are working towards their level 2 qualification in childcare and one staff member is unqualified.

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

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

- extend the use of numerals and letters outdoors, in order to provide a continuous learning environment, hence stimulating children's learning experiences.

### Inspection judgements

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

Children make good progress in their learning and acquire the necessary skills they need for their future learning. All staff have a good knowledge of the learning and development requirements and understand how children learn. Staff undertake an accurate and robust assessment of the children's prior skills gained before entering the nursery. Staff base this assessment on their own child observations as well as information completed by the parents using 'all about me' forms. Staff effectively use observations to assess and reflect on children's interests, so to identify what children can do and how to support them to achieve their next goals. Staff record and track children's progress skilfully by using learning profiles, which they actively share with parents by encouraging them to write any comments. Staff complete progress checks for children between the ages of two and three years. This helps staff to assess children's development earlier on and support their progress. Staff ensure parents are involved in this assessment by obtaining their feedback and working collaboratively together. Staff support children with additional needs by using individual educational plans to assess their learning requirements and by identifying

specific targets to help them make progress. Staff ensure suitable provision is in place to aid their learning and as a result, gaps in children's learning are narrowing.

Children enjoy a range of stimulating play experiences both indoors and out. There is a good balance of adult-led and child-initiated experiences across the seven areas of learning to support children's play and ideas. Children show they are engaged in play and display a good level of independence as they choose toys and activities. Children show increased confidence in leading their own play and enjoy using their imaginative skills. For example, they enjoy having a tea party during role play in the home corner and staff join in by pretending to work at the pretend cafe by taking 'tea orders.' Children enjoy listening to stories in groups as well as independently by selecting storybooks from the book area. Children show an interest in early reading and staff fully support children's language and communication development by asking open-ended questions, which also helps to extend their thinking skills. Babies enjoy singing songs along with actions and staff use repetitive words and phrases during play to promote babies and young children's early language development. Staff follow children's interest in exploring their natural environment, as they enthusiastically join the children while they look for worms and ants in the garden to add to their mud box. The good quality interaction that staff provide, helps encourage children to explore and motivates them in their play. Staff develop children's communication skills by using commentary during their play and model language well to extend their vocabulary by using words such as 'wiggly worm.'

Staff fully support children's mathematical development in all indoor and outdoor play areas. Children have access to a range of puzzles, number displays and mathematical computer games, which promotes their number recognition. They enjoy discovering heavy and light objects during water play and investigate alongside staff, which object will float and which one will sink by comparing and contrasting. This promotes their problem solving skills. Younger children enjoy building brick towers outdoors which help develop their hand and eye coordination. The staff encourage children to count the bricks one by one by repeating the numbers in order, which promote their counting skills. Staff teach children their prime colours by pointing and naming the colours of building bricks. Children have many opportunities to develop their mark making skills by accessing the writing area, where they can use a variety of paper and other writing materials freely. Although it is evident that staff effectively use a range of teaching aids indoors to promote children's early recognition of numbers and letters, this is not fully extended in the outdoors.

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

Children are settled, secure and develop strong bonds with their key person. The children show they are happy to attend and the staff have established a respectful relationship with families. For instance, good settling-in procedures arranged by the key person ensure children are given sufficient time to visit the nursery before they start and staff work closely with families to meet specific needs. Staff encourage parents to share their children's experiences outside of the setting including special holiday experiences. For example, parents are encouraged to write numerals and key words in their mother tongue to display, which promotes children's understanding of different cultures and backgrounds.

This also helps to foster a child's sense of belonging and self-identity. Staff display cultural displays and positive images around the nursery to develop children's understanding of the wider world. Staff ensure children celebrate a wide range of festivals and cultures and plan suitable learning experiences to extend their understanding.

Children behave well and show that they are able to cooperate and take turns. They learn about keeping safe and staff remind them not to run indoors and to use equipment appropriately. Staff are good role models to children and are always kind and considerate to their individual needs. Staff encourage children to be kind to one another and use conflict resolution by get children to think about their actions. Staff provide clear explanations and alternatives to help children to make choices to prevent any conflicts with one another. Staff recognise children's achievements and use 'wow' certificates to record special moments at nursery and parents do the same for home.

Children's physical play is encouraged during daily activities. Children show good skills as they run, climb and balance on a wide range of outdoor equipment. Babies and younger children have suitable climbing and balancing equipments to promote their stage of development as they learn to walk and become more stable on their feet. Suitable soft mats and push along toys aid them to develop their gross motor and coordination skills. Children enjoy a range of healthy food snacks. Staff encourage older children to take turns preparing the snacks and they use knives to safely cut up the fruit, showing good skills in handling tools correctly. Children pour their own drinks and make independent choices as to what they want to eat by selecting fruit from a large fruit platter, which is served on individual tables. Children adopt good hygiene practices such as washing their hands before eating snacks and after using the bathroom. Staff are attentive to the personal care routines of babies and young children. The key person exchanges regular information with parents about babies eating and sleep patterns at home and staff ensure these are effectively mirrored at the nursery where possible. Staff discuss with parents any particular comfort items and routines that babies prefer to aid their sleep routine. This is recorded and display in the sleep room so all staff are aware of babies individual care routines.

Resources are of a good quality and well organised, which helps children to self-select in all play rooms. For example, staff have labelled boxes using words and pictures, which encourage children to understand how to associate words with object as well as promote their early reading skills. Arrangements for children who move into school are good. Staff talk to teachers from local schools and encourage visits to see the children at nursery. They share a joint understanding of children's development so far, which helps smooth their transition to school.

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

All staff show a good knowledge of the welfare and safeguarding requirements. They have a secure understanding of their responsibility to safeguard children in their care. Appropriate safeguarding policies and procedures are in place and staff are fully aware of

the action they must take if they have any concerns. The manager who is the nominated individual for safeguarding, has a sound understanding of her responsibility and has completed advanced safeguarding training which she regularly updates. All staff have undertaken safeguarding training and they receive ongoing training to support their awareness of child protection issues so they are fully aware of current legislation. For instance, the manager has lead in-housing training on safer recruitment for staff and has imparted her knowledge of this area due to attending a recent course. The procedures for recruitment and induction are therefore robust, which includes appropriate vetting and suitability checks for all new staff. Staff are deployed in all areas of the nursery and fully understand their role of not leaving children unsupervised at any time. Staff carry out daily safety risk checks and assessments of all areas of the nursery before children the children arrive on the premises. Suitable risk checks are in place for when children go on outings and parent's permission is sought as part of the procedure when organising outings.

The manager successfully plans for the training and professional development of the whole staff team. The nursery uses the North Somerset continuous professional development online service to identify and select suitable training courses. The manager meets with staff for one-to-one meetings including three monthly appraisals to discuss their performance, training needs and individual key children. She offers continuous support and mentoring to help staff in all aspects of their role. The manager understands her role in overseeing the effectiveness of the educational programme. She ensures all children are making effective progress taking into consideration their starting points. For instance, she meets regular with staff to discuss individual children, review children's profiles and plan suitable targets with staff to help them meet specific learning needs. The manager has the support of the designated special educational needs coordinator to complete individual education plans for children with additional needs. In addition, the nursery benefits from a qualified Early Years Professional, who provides further support to the manager to track children's individual progress and offer help and guidance to staff on good practice.

Clear self-evaluation systems helps management, staff and parents to identify and focus on areas for improvement. The nursery is currently working on their sensory garden project, which is taking shape. The manager and staff team having been working together to get this ready for the children so they can benefit from it this summer. Parents' voice is valued and they contribute to the self-evaluation system through parental questionnaires. Clear action plans demonstrate the positive approach taken by the staff team to prioritise future and ongoing development of the nursery. Recommendations from the previous inspection have been effectively implemented.

Partnership with parents are strong. Parents spoken with at inspection comment how happy and settled their children are at the nursery including 'my child is thriving and making good progress' and 'I am very impressed with this nursery.' Parents receive a wealth of information about the setting through parent notice boards, the nursery website and ongoing discussions with staff to keep them fully informed. Staff encourage parents to share observations of their child's development from home by updating 'all about me' forms every three months. Staff develop good communication links with other providers, where children attend more than one early year's setting. This is done by using contact forms to exchange information about children's current stage of learning, interest and next

steps.

### **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	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>	115264
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	813495
<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>	43
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Happy Hours Nursery Ltd
<b>Date of previous inspection</b>	31/05/2011
<b>Telephone number</b>	01934 876973

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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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