

Happy Dayzzz Nursery

Pennypot Industrial Estate, Pennypot, HYTHE, Kent, CT21 6PE

Inspection date

15/05/2014

Previous inspection date

03/08/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 requires improvement

- The staff support children's communication and language development.
- The staff have positive relationships with parents.
- Children learn about the need for good hygiene from an early age, supporting a healthy lifestyle, with the garden providing varied play and learning experiences in the fresh air.

It is not yet good because

- Procedures to keep children safe are not always effective.
- The processes for staff supervision meetings and for self-evaluation do not promote staff development nor identify priorities for improving outcomes for children.
- There are weaknesses with: the progress checks for two-year-old children, engagement with parents in supporting children's learning and in the monitoring of children's progress.

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 play rooms and the outside play area.
- The inspector invited the manager to carry out a joint observation.
- The inspector looked at some children's records, including their learning assessments.
- The inspector spoke with the provider, staff and some parents, and took account of their views.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Sue Taylor

Full report

Information about the setting

Happy Dayzzz Nursery is a privately run group and registered in 2008. It operates from a number of rooms in a converted warehouse in Hythe, Kent. Children have access to an enclosed outdoor play area. The nursery has fish in a tank indoors and some rabbits outside. It is open each weekday from 8am to 6pm, for 50 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 51 children aged from 3 months on roll, some in part-time places. All children are in the early years age range. The nursery supports children with special educational needs and/or disabilities.

There are 11 members of staff, all of whom hold appropriate early years qualifications. There are three staff with qualifications at level 4, seven at level 3 and one has a qualification at level two. The nursery receives funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

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

- ensure children cannot access hazardous materials, such as cleaning chemicals
- improve the use of staff supervisions to develop a clear programme of continuing professional development
- develop an effective self-evaluation system to clearly identify strengths and priorities for improvement that will improve outcomes for children
- ensure the required progress check for two-year-old children meets the legal requirement and includes a written summary of children's development in the prime areas
- strengthen the tracking and monitoring of children's learning and development to ensure every child makes good progress
- strengthen strategies to successfully engage all parents in supporting their child's learning at home and use the feedback to help assess children's progress

Inspection judgements

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

Staff make observations as children play and key persons identify children's next steps in learning and they plan activities to promote these. Staff collect information from parents about children's needs and interests when they start in order to track children's progress effectively. This system, however, is recent and therefore not fully embedded. Key persons complete the required progress checks for the two-year-old children and they share these with parents. However, the checks do not cover all of the required detail, as they do not include a short written summary of their child's development in the prime areas.

A white board at the preschool door informs parents about daily activities and staff meet with parents twice a year to share children's learning records. However, as not all parents are able to attend these meetings, some are not effectively supported to be fully involved in their children's learning at home.

Staff engage positively with babies and children as they play, supporting their personal, social and emotional development. For example, babies have fun as they explore the resources in the sensory room. With staff support, they clamber in and out of the ball pool, kick balls, see themselves in the mirror table and are fascinated as staff blow bubbles for them. They look at books with staff that help them gain an interest in books and stories.

The resources and equipment indoors and outside help them gain physical skills to support their crawling or walking abilities. The interest the younger children show in the resources helps develop their attention span and a keenness to engage in planned activities. The older children spend time at the water and sand trays using different containers and resources.

Outside, children enjoy water painting on the large blackboard, and this supports mark making. Children use their imagination and physical skills as they freely dig in the mud areas and create mixtures with water in the mud kitchen outside. Indoors, staff encourage children to be creative and independent in using simple tools. The older children use scissors and glue competently, to create their own collage pictures, which they hang up to dry. They use their imagination and develop social skills as they play in the role-play areas, with dolls and with small world resources. The older children show concentration and good levels of attention as they create patterns using the pegboards, which supports their mathematics development.

Staff promote babies and children's developing communication and language skills well. They routinely talk clearly to babies, commenting on their play. The toddlers begin to join in with singing songs and actions songs outside. Most children are keen to communicate with others, helping them express their ideas and thoughts. The skills that children learn help to prepare them for going to school.

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

A key person system is in place and although there have been staff changes this year, the staff are getting to know the children well. These relationships help the children develop confidence and help promote their personal, social and emotional development. As far as possible for the babies and toddlers, key persons are responsible for meeting their personal care needs.

Staff obtain information from parents about children's routines and their likes and dislikes, when they start. New processes are now in place to record this detail to improve communication sharing. There is a suitable system in place to support babies and toddlers as they move into the different age group rooms. They have regular visits to the next group, so they become familiar with the environment, staff and children, before they move permanently. Staff communicate with each other so the new key person is aware of the child's needs. Overall, children are happy and settle reasonably quickly, helping them gain positive self-esteem.

Children respond well to staff requests for acceptable behaviour. The staff use positive behaviour management methods with children. They give children praise and encouragement and, as a result, children behave well. Children learn to share, take turns and play with others. They show confidence as they choose from the available resources in the playroom. The staff encourage children to do some things for themselves, such as pouring drinks. This develops children's independence and develops self-help skills which will support them well in their future learning.

The pre-school children take themselves to the toilet, helping to develop independence skills. Due to the layout of the premises, staff supervise or monitor children going to the toilet. However, staff do not always follow this risk assessed practice and children can easily go in the unsecured adult toilet, where there are accessible chemicals on low shelves. This puts children's safety at risk.

Babies and children bring in food from home as packed lunches, or staff re-heat meals in the microwave, checking they are at a safe temperature to eat. Children from an early age learn how to wash their hands well before eating, helping them learn hygienic practices. They have ready access to drinking water during the day and at snack times.

Children have daily opportunities to play outside and this helps support a healthy lifestyle. The garden area offers good outdoor play experiences for children. For example, children use the hard surface for riding wheeled toys, they dig in the garden, help to water the plants or make mixtures in the mud kitchen. They learn to keep safe as they wear sun hats when it is sunny. There are suitable opportunities for children to take safe risks. For example, as they climb up the earth steps in the garden to use the slide, or use scissors to make a collage. Children practise fire drill evacuations so that they learn what to do in an emergency.

Each room is equipped with good quality resources suitable for the age and stage of the children. In the kitchen room, the washing machine and dishwasher are not in use until

the children go home. There is a sleep room with suitable cots and low beds for those babies and young children who need a sleep during the day. Some young children prefer to sleep in their group room, and this is in agreement with parents, to meet children's needs.

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

The inspection was brought forward after a complaint was made to Ofsted raising concerns that some requirements in the Early Years Foundation Stage are not being met. At the inspection, it was found that there were breaches of specific legal requirements for the Early Years Register. Although risks are assessed, arrangements for keeping children away from cleaning products kept in the staff toilet and kitchen are too dependent on individual adults supervising the areas, and this system is prone to human error. In addition, the progress checks for two-year-old children do not fully meet the statutory requirements in terms of the detail they provide for parents. However, the provider was able to demonstrate a suitable awareness of how to ensure that he addresses the concerns.

Overall, the staff have a confident awareness of safeguarding and of the procedures to follow if they have child protection concerns. The current member of staff responsible for safeguarding is suitably trained. The manager, who is taking over the role, is waiting for a place on the appropriate course. The premises are secure and staff to child ratios are met.

The required documentation, such as attendance, accidents and complaint records, are in place. There is an effective recruitment process in place to help ensure the suitability of new staff and the appropriate clearance checks are in place. There are no concerns about staff deployment or conduct. The weaknesses in the monitoring of children's progress means the provider is less able to identify any learning gaps that staff may need to address, to ensure all children make good progress.

There is little effective self-evaluation. Although there are plans to develop the garden, to provide more learning opportunities, there are no clear plans for improvements to the provision overall. The provider gathers the views of parents and children through questionnaires but there is no evaluation of the responses and no current plan to take forward their suggestions to improve outcomes for children. The provider monitors staff training to ensure this is up to date, such as for first aid and safeguarding. However, staff are not receiving effective supervision to support their professional development fully and enable them to have confidential discussions.

Following several staff changes this year, the provider has taken on the role of manager and he is gradually becoming more familiar with the role. He is keen to improve and to work with the staff team to improve outcomes for children. Relationships with parents are positive and they say that they are happy with the care their children receive. The staff and provider have a suitable awareness of the need to work in partnership with others, to support children's care needs and their ongoing learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that all necessary measures are taken to minimise any identified risks
- ensure that all necessary measures are taken to minimise any identified risks

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

Unique reference number	EY379943
Local authority	Kent
Inspection number	974677
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	51
Name of provider	Stephen Patrick Firth
Date of previous inspection	03/08/2009
Telephone number	01303 263734

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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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