

Happy Faces @ Cranmer

Cranmer Primary School, Cranmer Road, MITCHAM, Surrey, CR4 4XU

Inspection date

Previous inspection date

09/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are well organised and work effectively as a team. They promote children's safety well and support learning successfully.
- Staff place high value on working with parents to ensure children settle quickly and become confident learners.
- Staff make effective use of the observation, assessment and planning process. Overall, key persons know their children very well and plan effectively to promote their individual development.
- Staff have a kind and caring approach towards children and show sensitivity in meeting their individual welfare needs.

It is not yet outstanding because

- resources do not reflect and celebrate all children's languages.
- The staff do not use daily routines, such as snack time, to encourage young children to practice and develop their pouring skills, nor do they involve children in preparing foods enhance their understanding of healthy choices.

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 staff interactions with children in the indoor and outdoor environments.
- The inspector held a meeting with the manager and owner of the nursery.
- The inspector engaged in a joint observation with the owner of the nursery.
- The inspector talked to the management team, staff, parents and children at appropriate times during the inspection.

Inspector

Marvet Gayle

Full report

Information about the setting

Happy Faces @ Cranmer is a privately owned setting and registered in 2012. The setting operates from a single storey self-contained building within the grounds of Cranmer Primary School, Mitcham, in the London Borough of Merton. Children have access to an enclosed outdoor area. The setting provides wrap-around care for children attending Cranmer Primary School as well as sessional care for two-year-old children.

They provide wrap-around care between 8am and 1pm, this includes a breakfast club and lunch club. Sessions for two-year-olds are from 8.45am to 11.45am and 12.15pm to 3.15pm from Monday to Friday during term time. They also offer some holiday care. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 90 children on roll. The nursery has one member of staff with Qualified Teacher status, another has a level five qualification. There are two staff with level four qualifications and three have level three qualifications in childcare. The remaining two staff are unqualified. There are 90 children on roll.

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 children's home languages to support children's use of these alongside their acquisition of English
- develop further opportunities for children to develop their independence and enhance their understanding of healthy choices, particularly at snack time.

Inspection judgements

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

Throughout the nursery, staff are knowledgeable in assessing children's progress and planning for their individual needs. Staff gather appropriate information to accurately identify children's starting points. They liaise with parents and offer to carry out home visits, in order to gather information about children's interests as well as their learning needs. Staff observe children closely as they play. They carry out routine assessments of children's development, to check that children are on track for their ages. These include completing relevant progress checks for two-year-olds. The staff identify children's next steps in learning and effectively incorporate these into planned activities. They sensitively help families gain support from external agencies to help them meet their children's needs better. Key persons know their key children very well. Staff generally support children learning English as an additional language effectively so that they make good progress in

their language skills. However, lack of print in the environment, representing the home languages of all the children, does not fully support their communication skills and subsequent progress in English.

The welcoming learning environment provides a range of age appropriate resources to support children's learning. All areas of the nursery and the outdoor environment are well organised, with a wide range of resources and activities for each age group. Staff take good account of children's interests when planning activities. This ensures that children are motivated and engaged in their learning. Staff provide a language rich environment as they narrate children's play, asking questions and making statements. Young children confidently make their own sounds as they play, while others begin to use simple sentences. This shows that they are making good progress in their communication skills. Staff often engage children well in discussion. As a result, children's language skills are progressing effectively with some children are able to use a growing range of vocabulary . Children listen carefully to stories and join in with songs and music as staff encourage them to follow simple instructions. Children are given opportunities to learn to read their names, as they identify their own water bottles. Staff teach children to link letters to sounds, for example, as children sing along to music incorporating different letters and sounds. This prepares children well for school.

Staff provide a friendly and calm environment so that children feel confident to explore and to be inquisitive. They are sensitive to children who are settling in and not sure about joining in, encouraging them to engage in play activities. Staff provide a good range of equipment for children to develop their physical skills. For example, staff work closely with the school. They negotiate children's access to the nursery class's outdoor play ground, which has more challenging resources. As a result, children become increasingly confident in handling objects, develop coordination and balance. They learn how to manage risks and challenges, walking, climbing and moving around independently. Children are also able to relax in a sensory area of the garden, where they enjoy the scent of lavender and herbs. Children have access to the nursery garden in all weathers, where resources provide them with a range of age-appropriate experiences for the children.

Children's personal social and emotional skills are developing well. This is because staff provide good role models and teach children to consider the feelings of others. For example, they encourage children who are reluctant to take turns with a toy to consider what they think might be the right thing to do. Staff are patient and encouraging. As a result, relationships between children are good and some children who are still in their settling period are even beginning to develop empathy. Staff skilfully maximise opportunities to develop children's understanding of mathematical concepts during routines and activities. They provide reasons for children to count, for example, during a story time children count fingers, enabling children to identify the number five, saying, 'that is number five'.

Staff build strong relationships with parents. Parents have opportunities to talk to the key-person or other members of staff at the start and end of each session. This provides parents with information about the activities in the setting. Staff share regular updates on individual children's progress and provide parents with ideas to help their children continue to make progress at home. Staff effectively encourage parental involvement in their

children's learning. They keep parents well informed of children's progress and encourage them to share observations of development at home. For example, staff organise a 'home learning' board where they encourage parents to place their s of their child from home.

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

Children quickly settle at the nursery. Staff have a secure settling in procedure. The key-person system enables children to learn to be strong and competent through positive and consistent relationships. Parents report how pleased they are with the nursery settling in methods. They feel informed about their children at play and are confident their children are well cared for and their individual needs met. Staff give lots of praise and encouragement, which develops children's confidence as they make friends and try new experiences. This increases their self-esteem and their feelings of security. Staff help the children to behave well, this is because they model good behaviour by being polite and respectful to the children.

Staff encourage children to choose freely and make their own decisions about their play. The nursery is organised into areas of learning and activity. Examples being a book area for relaxing reading and a home corner for role-play. This enables children to know where things are that they need, without asking. Staff ensure the outdoor area reflects the indoors to provide an exciting learning play space. They prepare children well for their move onto school. Staff invite the teacher from the local school to visit and meet the children in their own environment. They also take children on visits to the school where they introduce them to their new classroom. This helps children to become confident about the change.

Children enthusiastically play outside in the fresh air each day. Staff help children begin to become independent in their self-care skills. They supervise them in tasks such as hand washing with soap and drying their hands using paper towels. These activities give children some opportunities to develop a healthy lifestyle and also reduce the risk of cross infection. Parents provide a packed lunch for children who stay all day. Young children join the older ones in the wrap-around care at lunch and snack times. However, staff prepare the snacks in advance and do not encourage the younger children to pour their own drinks. As a result, they do not consolidate children's independence skills or enhance their learning about healthy choices and living.

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

The management team demonstrate a clear understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. There is a high regard to safety in the nursery. Risk assessments are comprehensive and management is in the process of reviewing their procedures. Staff at the nursery carefully monitor accidents and take action when necessary to ensure children's safety. All staff routinely undertake safeguarding training and regularly discuss the safeguarding procedures. The

management team is clear about procedures to follow if staff have concerns about children. They have rigorous procedures to follow to assess the suitability of staff. These include obtaining appropriate background checks before staff start work. An effective induction procedure supports new staff in becoming familiar with their roles and responsibilities. Ongoing training, staff team discussions and staff feedback encourage all staff to enhance their professional development. There is a high number of qualified staff throughout the nursery and staff to child ratios are maintained consistently. As a result, the staff are able to support and care for children well. Staff are well organised and work effectively as a team. They promote children's safety well and support their learning successfully. The management team monitors the delivery of the educational programmes effectively. They track children's individual progress each term. The management team uses this information to provide additional support for particular groups or individuals as necessary. The manager regularly monitors children's development records to promote consistency and effective practice among the staff team. Regular discussions help staff to focus on providing good-quality activities.

The nursery encourages contributions from staff, parents and children to inform the self-evaluation process. Parents are able to regularly contribute their views through daily discussions and home learning books. The nursery uses this information to identify areas of strength and aspects of practice to improve. There are plans in place to further develop meetings with staff and create a space where this will be more formal.

The nursery works well with external agencies to support individual children as necessary. It is proactive in developing partnerships with other early years settings which children attend. For example, promoting consistency by sending them information about children's interests and achievements.

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

Unique reference number	EY444248
Local authority	Merton
Inspection number	811655
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	90
Name of provider	Karen Reddy
Date of previous inspection	not applicable
Telephone number	02082861549

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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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