

# Happy Child Nursery

2a The Grove, Ealing, London, W5 5LH

<b>Inspection date</b>	24/07/2014
Previous inspection date	29/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 acting manager ensures that staff are deployed appropriately to supervise children and support them during their chosen activities.
- Children enjoy their learning through a balance of adult-led activities and those they initiate themselves.
- Staff involve parents in their children's learning by encouraging them to take part in activities to share their profession and skills with the children. This helps to enhance children's learning.
- Children show good levels of self-care skills and are keen to help staff during daily routines.
- Staff provide children with a good range of learning opportunities that fully supports their language and literacy skills in readiness for when they start school.

### It is not yet outstanding because

- There are fewer resources outside to challenge older or more able children's physical abilities, such as, their climbing skills.
- Children have a limited range of books that represent positive images of gender and disabilities and books which are written in languages other than English.

## 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 held discussions with the acting manager and staff.
- The inspector observed staff interaction with children at play indoors and outside.  
The inspector sampled a range of documentation that included staff records, policies, risk assessments, accident records and observation and assessment records.
- The inspector obtained feedback from parents about their views of the nursery.
- The inspector invited the acting manager to carry out a joint observation.

## Inspector

Jennifer Liverpool

## Full report

### Information about the setting

Happy Child Nursery registered in 1994 and is one of 50 nurseries run by Happy Child Limited. It operates from a main hall and a side room in a scout hut in central Ealing, in the London Borough of Ealing. Children have access to a garden for outdoor play. The nursery is open each weekday from 7.30am to 6.00pm, all year round, except for bank holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 61 children aged from 18 months to four years old on roll. The nursery receives funding to provide free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities. They also support children who are learning to speak English as an additional language. The nursery employs nine staff, five of whom hold appropriate early years qualifications. The other four staff are currently undertaking training in early years.

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

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

- provide further physical challenges for more able and older children, which enables them to develop their climbing skills
- provide a wider range of books that reflect positive images of disability, gender and dual language books to strengthen children's awareness of diversity.

### Inspection judgements

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

Staff have effective systems in place to ensure that information about children's starting points and their individual needs are obtained when they start at the setting. This enables staff to meet the children's needs and provide a range of developmentally appropriate activities from the outset. Staff undertake regular observations and assessments, which they use consistently to plan activities that build on children's skills and their understanding. There is a good balance between adult-led activities and child-initiated play. As a result of this, all children are making good progress in their learning and development and are prepared for the next stage of their learning.

Staff provide children with regular opportunities to match, sort and make comparisons using card games and block play. For example, they match bricks to colours on cards and sort blocks into groups of twos and threes. Some children know the letters of the alphabet well and are beginning to recognise the sound some of the letters make in their name.

There are writing tools readily available to children. These include large chinks, which are developmentally appropriate for younger children to hold and practise making marks. Older children have good opportunities to develop their early writing skills. Some older children can write their own names and are starting to use upper-case letters at the beginning of their name.

Children are able to demonstrate a growing vocabulary, which is encouraged through discussion. For example, staff encourage children to share information about their previous experiences, such as trips to the seaside with their family, during circle time. Staff provide good support to children who are learning to speak English. For example, some staff can speak various languages and are able to understand what children say when they speak in their first language. Staff obtain key words from parents which they use to help ensure that children's personal needs are known and met. This also helps children to feel their first language is important. Staff also plan a range of one-to-one and small group activities to help children with English as an additional language to develop communication and language skills in English. The nursery has suitable systems in place to support children who have special educational needs and/or disabilities. Staff closely liaise with parents and external professionals to help ensure that the individual needs of the children are well planned for and met.

Children enjoy stories both in small and large group activities. Staff use expressive voices when reading stories to children. This interests and captures younger children's imaginations. Older children listen attentively, joining in with familiar story lines. The nursery has a suitable range of books including non-fiction books which children help themselves to throughout the day. However, children have access to fewer books with positive images of disability and gender. In addition, although children are able to see a display of greetings written in different languages, there are fewer books written in dual language texts available for them to use. Children handle books appropriately. They understand that words and pictures carry meaning as they point to the pictures and words on the page. Children are able to learn about the features of their environment through topic-related activities. For example, staff take children out on trips to the local fire station to help develop their safety awareness. This also helps children to learn how to keep themselves safe. Children's awareness of other cultures and traditions are reinforced through the celebrations of different festivals, such as St Patrick's Day, Easter and Diwali.

Staff help children to learn to show care and concern for their environment and living things. For example, children help to water the pot plants outdoors and observe their growth, and they feed the goldfish each day. Staff recognise that the role-play area is a popular play area for children. They regularly change the resources to appeal to children's interests and also to link in with topics. As a result, children use their good imaginative skills to create their own stories and act out real-life situations. Staff provide children with opportunities to develop skills in using computers and technology. Children learn to use the mouse and the keyboard in order to operate simple computer programmes. Staff also use computers well to support children's understanding and skills in other areas of learning, such as alphabet and number recognition. This helps children to develop skills for their future learning.

Children's creativity is encouraged through drawing, painting and making models. Staff

provide children with lots of opportunities to develop painting techniques, such as prints and finger painting. Children create collages from a range of materials that includes tissue paper, feathers and cotton wool. Staff encourage children to explore what happens when they mix different coloured paint together. Children have access to blocks and construction sets indoors and outdoors. They make models that represent houses, cars and robots.

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

The settling-in process is effective in meeting the individual needs of the children. This is because parents are closely involved in working with the key person to help their children settle into a new environment. Parents stay with their children for a least a couple of days or more to allow them to build relationships with their child's key person. An effective key-person system enables children to develop a trustful relationship with familiar adults. Therefore, children are happy and settled.

The nursery is brightly decorated with lots of children's drawings and artwork displayed on the wall. Staff talk to children about their work and encourage them to celebrate their achievements. As a result, children are developing positive self-esteem and grow in confidence. Staff use consistent behaviour management strategies, such as clear explanations and consistent boundaries. As a result of this, children behave well and respond to requests for good behaviour. Staff encourage children to be independent by making routines clear to children. They store resources in easy reach of children, so they can choose what they want to play with and put them away afterwards. Children help to set up the table for lunch and tidy up with little prompting. Children learn to stay safe as they take part in regular fire drill practices. This helps them to understand how to evacuate the premises quickly and safely. Staff support children's move to school through discussions and planned activities, thus enabling children to begin to feel some confidence about the changes that they will experience in their lives.

Children's good health is promoted through staff's daily routines. Staff monitor children's hand washing before meals, after toileting and painting activities. They also explain to children why they need to wash their hands so that children learn to understand how to avoid passing on germs to each other. Children enjoy nutritious snacks and meals, which meet their dietary needs and help them to remain healthy. Staff make sure that fresh drinking water is available throughout the day, which children confidently help themselves to when thirsty. Therefore, children demonstrate that they are able to think about and manage their personal needs. Children have daily opportunities for physical exercise and play outdoors. They confidently ride tricycles, push buggies, balance on beams and play ball games. Staff take part in their games to help children develop their skills in using balls to throw, catch and kick. However, children have fewer resources to support and challenge their climbing abilities. This slightly limits their ability to develop their physical skills.

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

**provision**

The inspection took place as a result of a complaint. A child fell over at the nursery and sustained an injury. The inspection found that the staff took the necessary steps to treat the injury appropriately and immediately informed the parents of the incident. The acting manager carried out a full review of the indoor space and the storage of equipment following the incident. The acting manager has moved the block play equipment from the centre of the room to a designated area with a floor mat to create a soft surface, so that children can play with bricks on the floor. Staff now carry out regular visual checks in the block area to make sure that storage trays are not left on top of the low-level cabinet. Therefore, children are not tempted to pull the trays towards them when looking for equipment. A number of staff hold valid paediatric first aid certificates. They also keep fully stocked first-aid boxes on the premises, so that children can receive appropriate treatment in the event that children sustain an injury. The acting manager demonstrates an understanding of the requirement to notify Ofsted of significant events.

Staff have attended child protection and safeguarding training. As a result of this, they demonstrate good understanding of child protection issues and know how to proceed if they have any concerns about the welfare of a child. There are effective recruitment procedures in place, including the induction process for new and temporary cover staff. This helps to ensure that children are cared for by suitable and experienced staff. The management team actively encourages staff to undertake relevant training. In addition to this, systems, such as supervision and appraisals, are in place for the continual assessment and development of staff. The acting manager has put systems in place to check staff's availability a week in advance, so that there are always sufficient staff on duty each day. The good deployment of staff helps to ensure that children are well supervised, and have effective support to meet their individual needs. The acting manager and staff welcome the support visits they receive from the local authority representative, which contribute towards improving the outcomes for children.

The nursery has a good range of policies and procedures in place which the acting manager and staff continue to implement. Therefore, in spite of the recent temporary change of the manager, the daily routines and standard of care for the children remains consistently good. Management and staff have implemented an effective development action plan in response to the recommendation from the previous inspection. Staff have now improved the process for assessments by identifying the next step in children's learning. They also provide a balance of adult-led and child-initiated play indoors and outside to extend children's learning. These improvements help ensure that effective learning takes place for all children. Consequently, children are making good progress in their learning and development.

The acting manager and staff have established good partnerships with parents. Staff give verbal and written feedback to parents about their child's day. This helps to provide children with consistency of care routines between home and nursery. Staff involve parents in their child's learning by keeping them informed of future projects and topics. Parents are able to contribute to topic work and share their skills in the nursery. This helps to enhance children's learning. For example, parents who work for the emergency services

visit the nursery to talk to children about how to keep themselves safe and to stay healthy. Parents comment during the inspection that they are happy with the progress their children are making and that the nursery is a safe place for their children. Parents comment that the staff are welcoming, friendly and offer their children a good balance of activities that help them learn and develop.

### **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>	118110
<b>Local authority</b>	Ealing
<b>Inspection number</b>	982824
<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>	35
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Happy Child Limited
<b>Date of previous inspection</b>	29/11/2011
<b>Telephone number</b>	020 8566 1546

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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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