

# Brandon Happytimes Daycare Ltd

Chilton Primary School, Chilton, FERRYHILL, County Durham, DL17 0PT

## Inspection date

10/11/2014

Previous inspection date

06/10/2009

## The quality and standards of the early years provision

**This inspection:**

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 making good progress because the staff have a good understanding of how to promote children's learning through an effective balance of adult-led and child-initiated activities.
- Children feel safe and secure and develop strong emotional attachments with their key person. Staff provide a friendly, caring and stimulating environment. Consequently, children's all-round well-being and development is effectively promoted.
- Staff have developed effective partnerships with parents, the local school, children's centre and nursery. This means there is continuity of learning and care, which contributes to the good progress children make in their development.
- Staff promote a safe and secure environment as risks are effectively identified and minimised. They have a good understanding of safeguarding procedures, which means children are kept safe in their care.

### It is not yet outstanding because

- There is opportunity to ensure junk and recycled materials are more easily accessible so children can independently construct with a purpose in mind.
- Staff do not always organise snack time as well as possible, particularly in the birth to two-year-old room, to be highly effective in supporting children's health.

## **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.

## **Inspection activities**

- The inspector observed activities taking place in both of the nursery rooms and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and completed questionnaires.
- The inspector held meetings with the manager and spoke to staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and action plans.

## **Inspector**

Vivienne Dempsey

## Full report

### Information about the setting

The Brandon Happytimes Daycare Ltd nursery was registered in 2009 and is on the Early Years Register. It is situated in a purpose-built premises in the Chilton Primary School area of Chilton, Ferryhill. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance children's creative development, for example, by providing an easily accessible range of junk and recycled materials so children can independently construct with a purpose in mind, using a wide variety of resources
- review the organisation of snack time, particularly in the birth to two-year-old room, to ensure young children's health is supported as effectively as possible.

## Inspection judgements

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

Teaching is good. Children are well supported in their learning and development. This is because staff have a good understanding of children's individual stage of learning and what they are interested in. They effectively use this information to provide a wide range of stimulating activities to challenge children's learning. For example, staff use young children's interest in worms to develop their investigation and exploration skills. They provide cocoa powder and cooked spaghetti, to resemble the soil and worms, and allow children to explore at their own pace. They encourage children to discover the different textures. Staff introduce new words, such as, rough and smooth and give children time and encourage them to repeat the words. This helps to also develop children's early communication and language skills. Staff accurately assess children's progress and use this information to plan a good balance of adult-led and child-initiated activities. As a result, children make good progress across all areas of learning. There is a wide range of good quality resources that are age and developmentally appropriate. Staff have implemented good systems for observation, assessment and planning and work very

closely with parents and other providers to ensure continuity of care, learning and development. Staff effectively use information collected from parents to provide a challenging learning experience for all children from the start. They clearly track children's good progress and next steps are highlighted and used to plan activities that meet children's interests and engage them in their own learning. Staff encourage children's independence very well and support them to acquire the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. For example, they encourage children to pour their own drinks at mealtimes and put on their own coats, wellington boots and slippers. Staff regularly share information with parents about their child's development through a variety of means, such as completing the progress check for children between the ages of two and three years, daily discussions and sharing children's development records. This ensures continuity of care and learning and identifies any additional support a child may need. This also means that parents are kept well informed about their children's progress. Links with other providers and agencies are strong. This helps to ensure children's individual needs are fully supported and all children are included. Staff also work closely with parents to ensure children with English as an additional language are fully included, for example, staff learn basic words in children's home language to support their communication.

Staff provide effective support to the children by becoming actively involved in their play experiences as they explore the welcoming, child-friendly learning environment. They are sensitive to their changing needs and have a genuine interest in their play. As a consequence, children's language development and communication skills are promoted. Staff promote children's understanding of early mathematical concepts, as they use daily activities to support counting, recognition of colours and problem solving. For example, they encourage children to count how many plates are on the table and staff encourage them to name the different colours of the cups. The use of environmental print, which includes familiar words, numerals and shapes, provides further opportunities in raising children's awareness of early mathematics and literacy skills. Staff support and encourage children's good physical skills. For example, they provide a wide range of interlinking equipment enabling children to design their own obstacle course, where they climb, crawl and balance with great skill.

Children thoroughly enjoy exploring the designated mud, water and digging area. They eagerly, with help from staff, put on their wellington boots and all weather suits, and excitedly jump and splash in muddy puddles. They confidently use the water butt to fill a variety of containers, such as bottles, jugs and pans so they can make the puddles bigger and the mud fly higher. This develops children's curiosity and encourages them to explore, engaging in new experiences and learning by trial and error. All children also enjoy exploring a wide range of media and malleable materials, such as dough, boiled pasta and rice. However, opportunities for children to construct with a purpose in mind are not always independently available as junk and recycled materials are not always freely accessible.

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

Staff have a very good knowledge of the children, their interests and individual care needs. The environment is warm, welcoming and friendly, which helps children to settle-in easily. Children have forged strong bonds and close emotional attachments with their key person, other staff and their peers. As a result, they are happy, settled and relaxed. Staff have a clear, flexible settling-in process that allows the children to form attachments and feel secure. This professional and individual approach is appreciated by parents during this sensitive time. Consequently, firm and open relationships between staff and parents develop. Staff have a thorough understanding of children's needs and care routines because they make effective use of both initial and ongoing information given by parents. Staff support the close parent partnership and children feel nurtured and emotionally secure. They work closely with other providers to ensure continuity and that the move to nursery or school is smooth.

Staff provide a stimulating learning environment. Children have a good range of developmentally appropriate toys and resources. These are mostly easily accessible and children confidently lead their own play and are fully active in their learning. Staff act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and snack. However, the organisation of snack time, particularly in the birth to two-year-old room, does not always ensure young children's health is supported as effectively as possible. For example, at snack times children sit on the floor to eat. Although snack is provided in bowls, children sometimes drop their food on the floor, then pick it up and eat it.

Staff are calm, friendly, approachable and uses positive communication strategies to help children understand about acceptable behaviour. Consequently, children's behaviour is very good. For example, children learn to share, take turns and consider others. Staff effectively support children to gain an understanding of risk through a range of outdoor activities that encourage them to explore the environment, such as digging in the mud and using tools appropriately. They provide high levels of supervision to keep children safe and gently reinforce the rules and boundaries set to ensure their safety.

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

Staff demonstrate a good knowledge and understanding of the safeguarding and welfare requirements and are very committed to keeping children safe and promoting their welfare at all times. All staff have completed safeguarding training and are aware of who to contact should they have concerns over a child's welfare. They have all completed appropriate suitability checks and a record of these checks is maintained, which assures children's welfare. Children are supervised very well and safeguarding practices are evident. For example, staff ensure that exit doors are always locked, visitors are checked on arrival and appropriate insurance is in place. A written record of risk assessments are in place and records, such as daily registers, administration of medication and any accidents are fully recorded. This ensures that children are kept safe at all times.

Staff have a good understanding of the learning, development and assessment

requirements of the Early Years Foundation Stage. They implement these well so that children make good progress in their learning from their starting points. Since the last inspection staff have developed effective, systematic assessments of each child's achievements and tracking sheets clearly show the good progress children have made from their starting points. Effective partnerships between parents and other providers are well established. These contribute to meeting children's individual needs effectively. Parents comment that since starting their 'child has made good progress, are happy and settled and do not want to leave.'

Staff are motivated, committed and dedicated to their work with children. This is reflected through the enjoyment they demonstrate when interacting and playing with them. All staff are fully involved in the self-evaluation process and are encouraged to attend relevant training to ensure continuous professional development. Regular supervision and appraisal systems are in place and the management team closely monitor the implementation of the educational programme, through regular peer observations. Recommendations from the last inspection have been acted on to help promote outcomes for children and to ensure continuous improvement. For example, staff have developed resources in the outdoor area to support children's physical skills. They have also improved activities and resources to encourage children to value diversity and differences. Staff regularly talk to parents and encourage them to complete regular questionnaires to establish their views on the strengths and areas for development of the provision. The good partnership with parents, agencies and other providers ensures that children receive consistency and continuity in their care and learning. Parents are very happy with the service, care and education that their children receive.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY391259
<b>Local authority</b>	Durham
<b>Inspection number</b>	859338
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Brandon Happytimes Daycare Limited
<b>Date of previous inspection</b>	06/10/2009
<b>Telephone number</b>	01388 720 255

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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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