

Happy Child Day Nursery

59 Longstone Avenue, Harlesden, London, NW10 3TY

Inspection date	11/11/2014
Previous inspection date	02/10/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The nursery has made exceptional progress since the last inspection. The outcomes for children are greatly improved.
- The manager is inspirational. She has an exceptional ability to motivate staff to sustain ongoing improvement.
- Staff have an excellent understanding of their responsibilities to meet the safeguarding and welfare requirements, and the learning and development requirements of the Early Years Foundation Stage.
- Children's individual needs are quickly identified and are well planned for. There is an excellent partnership with external agencies and professionals. Parents are extremely positive about the care their children receive.
- The key-person system is extremely well embedded. This contributes to how children feel emotionally secure.
- Children are very happy and content. They behave extremely well throughout the day and have high levels of engagement in their activities. They demonstrate a very good awareness about their own safety and hygiene, and in their understanding about a healthy lifestyle.
- Children thoroughly enjoy a broad range of activities and play that is tailored to their individual needs. Staff have a very good understanding of children's achievements on entry to the nursery.

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 in the play and their interactions with staff both indoors and outdoors.
- The inspector spoke to the management team about how they evaluate their provision of care and the improvements made since the last inspection.
- The inspector spoke to children, staff and parents.
- The inspector and the manager completed two joint observations.
- The inspector sampled the nursery's documentation and children's learning journals.

Inspector

Aileen Finan

Full report

Information about the setting

Happy Child Day Nursery is owned by the Treetops group, and is one of 50 nurseries owned by this group. Happy Child Day Nursery registered in 1997. It operates from a purpose-built building in Harlesden, within the London Borough of Brent. There are four base rooms and the children have access to a sensory room and a room dedicated for physical play. There are two garden spaces for children to take part in outdoor play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 52 children on roll in the early years age group. The provider receives funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The nursery is open each weekday, from 8am to 6pm and offers an extended day in agreement, starting at 7.30am. It operates all-year round. The nursery employs 13 staff, including the cook. Of the 12 staff working directly with children, the manager has a suitable qualification at level 4 and the deputy manager is a qualified teacher who has achieved Early Years Professional Status. Majority of the staff team hold early years qualifications and currently, two staff are undertaking childcare courses.

What the setting needs to do to improve further

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

- enhance the ways in which children see and use numbers and mathematical language during every day play.

Inspection judgements

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

Staff offer children rich, varied and challenging opportunities to learn. They demonstrate high standards of teaching and interaction with children. As a result, children are thoroughly enjoying their time at nursery. They are highly motivated and engaged in what they do. Staff interact exceptionally well as children explore outdoors. For example, as the children looked at the flour in the large tray, staff added glitter to the flour and they discussed what this looked like. Proactive staff helped children to explore their ideas further and asked the children what else they could add. Children confidently made various suggestions including paint and water. Staff encouraged the children to see what happened next. Carefully, the children added a little water. They commented that the mixture was slimy. Staff explained further that as they added more water, the flour turned to dough. This helps children to anticipate change and to be confident to explore ideas. Children are aware of their surroundings. They played happily alongside each other with a toy garage and cars. With support from staff, they listened to the different noises of the

traffic outside the nursery. Children listened intently and were able to identify the different noises and stated that, 'There is a lot of traffic today'.

There is a sharp focus on how children use their social skills, communication and language. Staff plan activities exceptionally well and explain carefully to children about what they are doing. For example, children responded that they knew they had to take turns and were extremely confident to find matching pairs in the card game. They demonstrated exceptional recall about where the matching pair may be in subsequent turns. However, staff miss some opportunities to extend mathematical learning further, for example, by encouraging children to count how many cards they had, for example, at the end of the game.

During the role play in the construction site, children were dynamic in using their imagination. For example, they sat at the reception desk and welcomed the builders by saying hello and good afternoon. The children signed each other in to the visitor's record, by identifying their friends by the first letter of their name. The children were extremely able to interpret these letters and write with minimal support. This is because staff are skilful, and allow children to lead their play, interacting only when needed or when extending learning. Later, staff played alongside the children, who built, swept-up earth, stones and pebbles. The children actively used the role-play wheelbarrows and sand mixer or placed cones out. Staff asked the children what they were building as they constructed the plastic bricks into towers. However, staff miss the occasional opportunity to extend children's understanding of different sizes as they built their houses. Nevertheless, staff were extremely attentive and the children highly engaged in their chosen activity.

Babies and toddlers thoroughly enjoy sensory play activities. They explored expectantly with shaving foam and paints. Staff promoted children's awareness of language, texture and colour by interacting warmly, naming colours, counting fingers in the foam, and tracing patterns for example. Staff demonstrated to children what to do with the foam and the paint and children quickly followed their lead. Staff used effective language, sounding the names of the colours slowly so that children could clearly hear the words and put these in to context. Later in the afternoon, staff repeated the sensory activity. This enabled staff to extend children's learning effectively with a broader selection of texture and exploration. Children listened to staff who introduced new terms such as sticky and soft as they explored. This very good practice fully promotes children's awareness of their senses and promotes their language and physical skills very well.

Staff make extremely accurate observations and assessments about what children do, and how they are achieving. The staff base these assessments on what they know about the children. This knowledge is passed on from one key person to the next, as children move on through nursery. Highly reflective practice takes place in all rooms to ensure that activities are evaluated appropriately, and that staff understand children's emerging interests. Due to precise assessments carried out by staff, children benefit from an extremely broad range of learning. Consequently, all children are making very good progress in line with their age and stage of development and in accordance to their achievements on entry to the nursery. Management monitor planning highly effectively to ensure they make timely interventions if children are in need of additional support. There are highly effective strategies in place to promote how staff engage with parents and how

learning is shared between the nursery and home. Staff encourage parents to be part of children's learning. Parents are fully included in this practice, for example, from when children enter nursery, when children move between age group rooms, and when children leave for school. In addition, well-established partnerships with local schools promote children's readiness for their next stage of learning.

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

Staff are extremely well qualified and trained. As a result, they are able to offer children a very good start in their learning and emotional well-being. Staff are extremely good role models and therefore, children demonstrate strong emotional attachments. Staff help children to develop their independence, by supporting the choices children make when deciding what to do and where to play, and in helping them to explore and reflect. Children are learning about the wider world and what this means to others. They show incredible high levels of self-control. For example, they took part in a remembrance service. Extremely warm and caring staff offered a narrative to the children, in a tactful and careful way about what this day means. The staff added that today we think quietly for two minutes to remember people who fought in the war. Staff offered clear and sensitive explanations about the poppies and asked if children had seen people wearing them. Children were therefore cooperative in spending the time reflecting. Staff took time afterwards to recall what had just taken place, before children happily resumed their play.

The nursery is very well-resourced and offers a challenging environment for children to play in and learn. These resources and toys are in exceptionally good condition. Babies and toddlers explore through sensory exploratory play. There is now a more effective use of wooden and natural resources. Children easily access their toys and activities. Staff ensure that learning opportunities outdoors are carefully complemented to those indoors. This means that children are exceptionally willing and interested to play outdoors and as a result, thrive from additional learning opportunities that the outdoor brings. Furthermore, children thoroughly benefit from regular opportunities for fresh air and physical exercise.

The key-person and buddy system is extremely effective. Consequently, children form warm attachments with staff and feel content, happy and emotionally secure. Staff organise lunch breaks to ensure that they speak to parents collecting their key children. This means that there is continuity in the two-way systems for communication and further develops the links between home and nursery. Children's routines are followed very well. Babies and toddlers sleep according to their own routines. This means that they wake refreshed and ready to resume their play. Staff supervise the children extremely well. There is exceptional staff deployment, which means that if children need a cuddle or additional reassurance, staff are readily available to oblige.

The nursery staff have a very clear focus on children's growing awareness of how to keep themselves safe and healthy. Children are learning about their safety relative to their ages. For example, the youngest of the children are reminded about riding tricycles over the safety floor surfaces rather than the grass. Older children thoroughly enjoy engaging in role-play in the builder's den. The make-believe construction site is well equipped and has

a sign displayed instructing visitors it is a hard hat area. During their play, children remind one another to take a vest and a hard hat. Children even notice when a friend has their hat the wrong way around. This practice helps children to assess hazards and make risk assessments about their own safety. Staff are helping children to learn about road safety as part of group topics. They explain to children about who invented traffic lights and how these work, as well as the usefulness in directing traffic. Children learn about different types of traffic and the importance of being careful around vehicles and when walking alongside roads. Additionally, in the nursery, children understand where to hang their coats up when coming back indoors, and they help to tidy up after activities. Children are aware of their own self-care. Staff promote their independence in relation to toileting, but are readily available if needed. Children are very clear about hand-washing routines and do this with minor distraction. The nursery is part of a local authority initiative to promote healthy eating and hygiene routines. As part of this programme, children are learning about the necessity for healthy eating and dental care.

Staff ensure they understand children's individual needs, including children's dietary needs and allergies, which they adhere to at all times. The staff provide children with healthy, balanced and nutritional meals, and snacks. These are prepared and cooked on site. Lunchtimes are extremely sociable occasions, with tables laid with cloths, cutlery and glasses. Staff encourage babies and toddlers to self-feed while effectively promoting older children's independence skills. For example, children pour drinks and empty their plates once they have finished their meal. Proactive staff talk to the children about healthy eating and the vegetables they have today.

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

The nursery offers children an excellent provision of care. Staff have contributed to the exceptional progress made since the last inspection. An inspirational manager, who has an extremely strong drive to maintain high levels of achievement for all children, leads them. Staff morale is very high. The manager uses secure systems to assess and maintain targets for improvement. Both the manager and all the staff are proactive in evaluating practice. All the actions set previously at inspection have been met.

Robust practice for the recruitment and induction of staff means the safety and well-being of children is promoted well. High-quality staff supervision further promotes the outcomes for children. There is a well-planned and targeted programme to support the professional development of the staff. This has a positive impact on the lives of children and how they learn and achieve developmentally.

Safeguarding and child protection practice is central to the nursery. Staff demonstrate a very good understanding of the safeguarding and welfare requirements Early Years Foundation Stage. They have a clear knowledge and understanding of the responsibilities to keeping children safe and in promoting their welfare. All staff complete safeguarding children training as part of their induction. They understand the procedures to take should they have any concerns about a child in their care. Furthermore, all staff hold a recognised

paediatric first-aid training certificate. Consequently, staff are confident to deal with any minor accidents that may occur, and there are always staff readily available with this knowledge in times of medical emergency. This very good practice promotes the well-being of children extremely well.

The nursery staff implement robust policies and procedures, which they adhere to consistently in their daily practice. Procedures for documenting any complaints, safeguarding issues, accidents, medication and children's attendance are consistently completed as required. Following the last inspection, staff conducted an extensive review of the play rooms and outdoor spaces. As a result, robust and regular reviews of the indoor and outdoor areas are carried out to assess any risks or hazards, which mean that children can play happily and safely. The security of the building is of utmost importance. Staff are deployed extremely well throughout the day.

The nursery environment is highly inclusive and very welcoming. Resources are easily accessible at children's height. Following the last inspection, the new manager instigated a training programme to promote how staff fulfil their responsibilities to promote the learning and development requirements. This has been highly successful. The key-person system is well embedded and positively promotes how children settle into nursery and the secure emotional bonds they make with the staff who lead in their care. There are exceptionally systems to promote how staff find out about children and their achievements on entry to the setting. This enables staff to gain a better understanding of how to observe, assess and plan for children initially. There is an extremely high importance placed on monitoring children's assessments. Staff are making consistent and accurate observations, based on how well they know the children. Consequently, staff tailor learning to children's individual needs. Staff are highly effective in identifying any gaps in children's needs and offer timely support for children who require additional intervention. As a result, all children are making very good progress in relation to their development on entry. They are very capable of achieving their potential and show readiness for their next stage of learning.

There are extremely well-embedded partnerships with external professional agencies. These partnerships make a strong contribution in promoting the outcomes for children. Partnerships with parents are highly positive. Parents are invited to be part of their children's learning, for example, by contributing to children's journals about what they did at the weekend or when on holiday. Staff provide parents with an extremely thorough verbal feedback at the end of the day and all parents attend twelve-weekly reviews with their child's key person. This means that there are consistent opportunities to discuss the progress children make and talk about children's planned next steps.

Parents are extremely positive about the care their children receive. They understand about the key-person system and the role of their child's key person. Parents are respectful about the skills and input of the manager as well as the staff who look after their children. They state that their children are very happy to attend and are making very good progress. Parents add that staff are supportive during settling-in times and when children move on from one age group room to another. Parents explained that they receive detailed information about what their children are learning, and that their children

are highly independent and very good at socialising with others.

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. 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

Unique reference number	137800
Local authority	Brent
Inspection number	963097
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	68
Number of children on roll	54
Name of provider	Happy Child Limited
Date of previous inspection	02/10/2013
Telephone number	020 8961 3485

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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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