

# Happy Child Day Nursery

2b The Grove, London, W5 5LH



## Inspection date

19 May 2015

Previous inspection date

2 August 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Arrangements for safeguarding children are firmly in place. Staff attend relevant safeguarding training. They are secure in their understanding and responsibility towards protecting children. As a result, children are safe as they play and learn.
- Staff know the children well and, as a result, plan play and learning experiences that excite and challenge them. Staff make good use of displays, creating a visual environment that is appealing and beneficial to the children's learning.
- Staff have good partnerships with parents. The regular sharing of information supports parents to feel included in their child's care and daily activities. Parents speak highly of the care their children receive.
- Staff have a good understanding of the Early Years Foundation Stage. This enables them to plan activities that suit children's individual learning needs.
- The recruitment of staff is robust and includes ongoing suitability checks, which means children are cared for by staff who are and remain suitable.

### It is not yet outstanding because:

- Mealtimes are sometimes disorganised. Staff are not always clear of the menu or their role at this time. Therefore, they do not always provide children with the help they need or support them fully to enjoy this social occasion.
- Staff do not always provide a suitable range of role play resources that reflect children's family lives and communities. This means that they miss opportunities to value children's experiences and learn about the experiences of others.
- Staff do not effectively use printed words in the environment, which reduces opportunities to promote children's early skills for reading and writing.

## What the setting needs to do to improve further

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

- extend children's literacy development further by providing more opportunities for them to see print in the environment and use it in their play
- expand the range of role play resources reflecting children's homes and communities further, to value children's own experiences and those of others
- review the organisation of mealtime routines to ensure staff are aware of their roles and provide children with effective help and guidance.

### Inspection activities

- The inspector observed children's play and staff's interactions, inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents and children, and held regular discussions with the manager and staff on site.
- The inspector examined documentation, including a representative sample of children's records, development plans, attendance records and evidence of staff qualifications and suitability.

### Inspector

Julie Biddle

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children play and learn in a stimulating and happy environment where staff provide enjoyable activities that challenge and help them to learn. The use of detailed observation, assessment and planning means that staff know how children like to learn and, as a result, effectively challenge their learning. Staff use clear records to keep parents and other professionals supporting children well informed about their progress. This means parents feel included in their child's learning and able to contribute to this system. Staff use good teaching techniques to engage children during play and to encourage their learning. They use effective questioning to encourage children to reflect and think for themselves. At the inspection, children were asked to think about the next line in the story. They were delighted to remember and recite it together. Children have good opportunities to express themselves creatively. For example, by using real objects to touch and feel, and then create their own carrot using paint and leaves.

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

Children arrive at the nursery full of enthusiasm and ready to start their day. A well-established key-person system effectively supports the staff to meet the needs of each child. This means children feel safe and secure. Staff provide consistent levels of praise, which boosts children's self-esteem and confidence. Children develop an understanding of managing risks and how to keep themselves safe. For example, they are gently reminded to use their walking feet when they are moving around the nursery. Staff and parents work closely together, sharing information that supports children when they move on to their next stage in learning. Children learn about healthy lifestyles. They have everyday access to an outdoor area where they explore, investigate and develop their physical skills. For example, children enjoy digging, watering and planting. This supports their understanding of caring for living things and how things grow.

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

Staff develop successful partnerships with other professionals. This enables them to effectively support and understand children's individual learning needs and access extra support, when needed. Although the manager is not always on site, there is a deputy who is suitably qualified and capable of taking charge in her absence. The manager regularly supervises staff and identifies any training needs. As a result, children are cared for by staff who are motivated in their role and provide good-quality care and learning. The manager implements an effective system of self-evaluation. This helps to drive improvements to benefit the children and improve the quality of the provision.

## Setting details

<b>Unique reference number</b>	118118
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1014342
<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>	50
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Happy Child Limited
<b>Date of previous inspection</b>	2 August 2011
<b>Telephone number</b>	020 8567 4300

Happy Child Day Nursery registered in 1992. It is situated in the London Borough of Ealing. The nursery is open each weekday, from 7.30am to 6pm, throughout the year. The provider employs 16 staff, of whom over half hold appropriate early years qualifications at levels 2, 3 and 4. There is one member of staff with Qualified Teacher Status. The provider receives funding for the provision of free early education to children aged two and three years.

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