

Inspection of Happy Times Pre-School and Day Nursery

Unit 1a, Stephenson House, Wetherburn Court, Bletchley, Milton Keynes MK2 2AF

Inspection date: 20 January 2020

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The provider demonstrates a very poor attitude towards overseeing the nursery and implementing improvements. She fails to monitor the provision effectively and is reactive rather than proactive. Low numbers on roll mean that children spend long periods of time on their own with staff for company. They do not have sufficient opportunities to develop their social skills with other children. This does not prepare them well for the next stage of learning. Children behave well but do not have enough opportunities to develop their social skills in a group situation.

The provider is a weak leader and manager. She fails to ensure that a deputy, who is suitably experienced, qualified and capable, is available to take charge when she is not present. Staffing arrangements adversely affect continuity of care and learning for children and do not consistently take account of the ratio and qualification requirements. For example, staff work variable shifts and also work at the provider's other setting. Discontent amongst staff is not managed effectively, the physical environment is uncomfortable and staff morale is low. For example, the provider has failed to take prompt and effective action to address issues resulting from a rodent infestation in the ceiling void above and external areas surrounding the nursery.

The provider fails to ensure that the premises are suitable. For example, children and staff wear their coats inside as they play, as heating appliances are broken and the rooms are very cold. Risk assessment is ineffective, as the provider has failed to protect children from the hazards associated with rodent infestation in the outdoor area. Daily chores, such as providing toilet paper and paper towels in the toilet areas, are overlooked.

Staff do not have clear intentions for children's learning. They busy themselves with making copious written notes of what children do and achieve. They then transfer these to the children's assessment folders. However, they do not use this information effectively to support children's good progress and there is currently no coherent approach to planning, observation and assessment. Staff have unclear expectations of children. The manager does not have an effective overview of children's progress in the nursery.

What does the early years setting do well and what does it need to do better?

- Despite clear evidence of a rodent infestation in the ceiling above the nursery, the provider has failed to risk assess effectively and take prompt action to ensure the safety of children and staff.
- The provider does not take prompt and effective action to ensure that the nursery is maintained at a comfortable temperature for children and staff.

Children were shivering with cold and staff were working in their coats. A wall heater had not been promptly repaired. When alerted, the provider supplied portable convection heaters but these failed to work effectively when the electricity power circuit cut out.

- The key-person system does not ensure continuity of care for children or assure their emotional well-being. For example, inconsistent staffing arrangements, including staff covering from the sister nursery, do not ensure that staff know the needs of their key children well enough. There is poor continuity of care and learning for children. Children repeatedly ask where a particular member of staff is, only to be told she will no longer be at nursery.
- The provider does not sufficiently support staff to improve their practice or fulfil the responsibilities for their roles. Teaching is weak. Activities are provided to keep children occupied and happy and staff join in with play. For example, a staff member sustains play for some considerable length of time with a child interested in cars. She asks simple questions and promotes learning about colour and shape. However, she does not know the child and fails to challenge or extend the child's learning.
- Staff do not have clear intentions for children's learning. For example, a water-play activity with dolls remains untouched. A member of staff replaces the dolls with plastic animals, such as a tiger, a zebra and an elephant. She is unable to explain why she has done this, beyond saying that children can wash them, and offers little purposeful interaction. The activity does not attract children's attention or interest and they wander off. A new member of staff finds some blue powder paint and enthusiastically announces that she has created 'the sea' in the tray. She removes the animals and replaces them with plastic sea creatures. Her lively interaction and this regenerated activity attracts the children to play and to share what they know about sea life.
- Children benefit from access to outdoor play. They enjoy riding a scooter and staff praise their achievements. Children wash their hands at appropriate times and sing their 'handwashing song'.
- The provider fails to evaluate her provision effectively. Any plans for improvement are ineffectively actioned. For example, she talks about her intention to put up a display about healthy eating in the area where children eat their snack and lunch. However, staff sit children to eat their food facing a blank wall. This means that children cannot easily learn to enjoy lunch as a social occasion.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding information is displayed in the hallway together with current contact details for the local authority. The provider does not prioritise safeguarding training for staff and the procedure around the staff's use of mobile phones is unclear. Weaknesses in the role of the key person mean that staff are not sufficiently vigilant when identifying possible risks to children's safety outside the nursery. Although the provider is able to talk about how to refer any concerns about a child,

in practice she does not follow her own procedures. For example, the provider has failed to make an effective referral of information about a member of staff.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that all staff are trained to understand the safeguarding policy and procedure, in order for them to be able to confidently identify and respond to possible signs of abuse or neglect and in the event of any allegations being made against a member of staff	05/02/2020
ensure that the premises are fit for purpose and meet health and safety legislation	05/02/2020
take reasonable steps to ensure the safety of children, staff and others on the premises, with particular regard to infestations of rodents	05/02/2020
ensure that staffing arrangements meet the needs of the children and ensure their safety	05/02/2020
ensure that there is a named deputy in place, who is able to manage the setting effectively in the manager's absences	05/02/2020
ensure that the key-person system is effective in meeting the learning and care needs of all children consistently	05/02/2020
provide support and coaching for staff to improve their interactions with children and develop their personal effectiveness in promoting the interests of children, their safety and well-being.	05/02/2020

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
use the information from assessments effectively to plan a range of activities that challenge children's abilities and engage them in purposeful play	28/02/2020
ensure that systems for planning and assessment are effective in monitoring children's progress and meeting their learning and development needs.	28/02/2020

Setting details

Unique reference number	EY559741
Local authority	Milton Keynes
Inspection number	10139633
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	11
Name of registered person	Jegajeevan, Thanureka
Registered person unique reference number	RP904897
Telephone number	07999241676
Date of previous inspection	Not applicable

Information about this early years setting

Happy Times Pre-School and Day Nursery registered in 2018. The setting is based in the Bletchley area of Milton Keynes, Buckinghamshire. It is open on weekdays from 6.30am until 6.30pm. The staff hold relevant childcare qualifications.

Information about this inspection

Inspector

Susan Marriott

Inspection activities

- The inspector completed a learning walk in the nursery to gain an understanding of how this early years provision and the curriculum are organised.
- The inspector observed children engaged in activities and talked to a new member of staff.
- Some documents were looked at. This included evidence about staff suitability and training.
- Observations were shared with the provider throughout the inspection. The inspector held discussions about the management of the nursery with the provider.

We carried out this inspection 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.

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