

Happy Child Day Nursery

Inspection report for early years provision

Unique Reference Number	118137
Inspection date	02 November 2007
Inspector	Julie Biddle
Setting Address	Woodgrange Avenue, Ealing, W5 3NY
Telephone number	0208 992 0209
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Registered person	Happy Child Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Happy Child Day Nursery is one of 17 nurseries run by Happy Child Limited. It opened in 2000 and operates from four rooms, in a large converted church hall in the London Borough of Ealing. All children share access to a secure enclosed outdoor play area.

A maximum of 39 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00, 52 weeks of the year.

There are currently 56 children aged from three months to under five years on roll. Of these 14 receive funding for nursery education. The nursery supports children with learning difficulties and /or disabilities and with English as an additional language.

The nursery employs 10 staff, over half of the staff hold a child care qualification, three are working towards a qualification.

The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean, warm setting. The risk of infection to children is minimised by the setting's policy of informing parents of sickness in the setting and information on how to spot symptoms of the illness. Children are encouraged to take responsibility for their personal hygiene and health awareness by learning to wash their hands before meals and after using the toilet.

Children's health and wellbeing is further protected as staff hold a current first aid qualification and know how to respond effectively in an emergency situation, however, some of the contents of the first aid boxes are out of date. Staff follow the correct procedure for administering and recording medication and the recording of accidents and incidents. These are shared with parents.

Children benefit from a varied healthy diet. They enjoy meal times as they discuss their food, for example, children said 'carrots will help me see in the dark.' Poor organisation at meal times means staff do not always sit with the children. Some babies and young children are supported and made comfortable by staff as they enjoy their bottles of milk, however, a number of young children walk around with their bottles.

Children are active and move with confidence around the setting. They enjoy regular exercise and fresh air. They are able to develop their spatial awareness as they have great fun as they participate balancing games in the outdoor area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have sufficient space to move around and play safely. They access a varied range of resources covering all areas of development. Staff make visual checks on the resources each time they are used to ensure they are in a clean and safe condition for children to use.

The measures in place to protect children's safety are satisfactory. However, risk assessments are not sufficiently rigorous in relation to the outdoor play area which has a damaged wall. The security of the setting is good and prevents unwelcome visitors gaining access, and children leaving unobserved. In addition, procedures are in place to ensure children are collected by named persons. To further protect the safety of children, fire drills are held on a regular basis.

Staff have a satisfactory knowledge and understanding of child protection issues and this helps to ensure children are protected from harm and neglect. However, not all staff were aware of who the designated child protection worker was in the setting meaning children's safety is compromised.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happily and immediately settle down to an organised activity, or initiate their own play from the range of resources available for them. Younger children benefit from activity planning that follows the 'Birth to three matters' framework to support their learning. This

means that they are becoming competent learners as the activities are meaningful and appropriate. Staff record information about how each child is progressing and plan their next step for development, however, not all observations are dated meaning progress records are not always thorough. Babies receive sufficient levels of attention and have a strong bond with staff. Staff generally recognise the value of play in a child's development and introduce a range of experiences, enabling all children to learn to play and work together in large and small groups as well as independently. For example, younger children and babies had a lovely time as they played and in the sand tray. Staff enabled children to really explore sand and experience how it feels on as it is walked on.

Nursery Education

The quality of the teaching and learning is satisfactory. Most play opportunities provided are stimulating and fun because staff understand how children learn, however, lack of organisation means children spend some time of the day with little to do.

Children show good levels of independence, curiosity and an eagerness to participate. They move purposefully from each area of learning. For example, children enjoy play in the home corner, they then move on to sticking with glitter and pumpkin seeds.

Older children are confident in the setting, they greet each other and staff with pleasure as they arrive. They have obvious friendships. Children can communicate well and they are able to listen to others and contribute their own ideas. They are able to describe what they are thinking, for example, children work co-operatively as they design and construct aeroplanes with stickle bricks. They enjoy looking at books independently, they are able to hold books well and turn the pages correctly. Children are beginning to explore technology, for example by using the computer programs independently. Most of the staff have a satisfactory understanding of children's development needs and promote children's manual skills and use of tools. However, organisation of physical outdoor play does not offer a range of play opportunities to stimulate and challenge the children.

Staff encourage children to lead their own learning, for example, children choose songs they sing at circle time. Children express their ideas freely through the range of activities. For example, role-play, collage with pumpkin seeds and painting. Children's individual progress is observed, and information gained from these assessments is used to plan the next stages of their development. However, this recording lacks detail and so progress reports are not thorough.

Helping children make a positive contribution

The provision is satisfactory.

Children make positive relationships in the nursery and are encouraged to feel that they are contributing in many aspects of the daily routine. Children take it in turns to be helpers at tidy up time and are asked if they would like to choose a song at circle time. This promotes children's self esteem and feel they are valued.

Children's behaviour is good and appropriate for their ages. Children learn about right and wrong in ways they understand because staff treat them with respect and deal with any difficulties in a calm, relaxed manner. Children have access to a range of resources and activities to promote a positive view of the wider world and increase their knowledge of customs and cultures. They take part in various celebrations and festivals throughout the year, for example, children made Easter bonnets, and celebrated Halloween. This positive approach fosters

children's spiritual, moral, social and cultural development. Appropriate strategies are in place to support children with learning difficulties and /or disabilities attending the nursery, such as having an identified special needs coordinator within the setting and working closely with support workers in the local authority.

Partnership with parents is satisfactory. Staff are available to give parents verbal and written feedback on a daily basis, including information on activities, food eaten and sleep patterns. Meetings are arranged during the year to discuss children's progress more fully. Regular newsletters and information on the notice board also keep parents informed about nursery life. Information on the curriculum is displayed in the main entrance to the setting, however, it is not clear how activities are linked to the Foundation Stage.

Organisation

The organisation is satisfactory.

Children are generally content at the nursery, and spend their time engaged in meaningful activities. The environment is welcoming and equipment is set out in an appealing manner for them. Staff are kind and give support to children, when necessary. Children's welfare is safeguarded as robust recruitment procedures are in place to ensure all staff are suitable to work with children. Children's health, safety and well-being are promoted as accurate and up-to-date records are maintained.

The leadership and management of the setting are satisfactory. The provider and manager work together to monitor and develop the staff and the setting. Staff are encouraged to attend further training to keep up-to-date with childcare and education issues. The manager generally supports the staff, however, some of the team are unclear of their roles in the setting meaning they are not always supportive to each other. The staff team are not always prepared or organised, meaning there are occasions in the day when children have little to do.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to conduct a risk assessment of the staff toilet identifying action to be taken to minimize identified risks. This has been completed and the staff toilet can now be used safely by staff members.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure contents of the first aid box are checked frequently and replaced as necessary
- ensure children can play safely outside with protection from hazards
- ensure younger children are safe, comfortable and secure whilst bottle feeding
- ensure staff are effectively deployed within the setting to promote the welfare, safety and development of children
- ensure all staff are informed of the designated child protection staff member.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the range of physical play activities and ensure that they provide the funded children with a range of physical activities that offer sufficient challenge
- further enhance parents knowledge regarding the Foundation Stage curriculum and daily plans
- improve staff knowledge of the use of plans, observations and recording children's progress

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