

Happy Child Day Nursery

Inspection report for early years provision

Unique Reference Number	118136
Inspection date	18 February 2008
Inspector	Katie Dempster
Setting Address	283/7 Windmill Road, Northfields, Ealing, London, W5 4DP
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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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Happy Child Day Nursery is one of the fifteen nurseries run by Happy Child Limited. It opened in 1999 and operates from four play rooms with access to a secure enclosed outdoor play area. It is situated in Northfields and serves the local and wider community. A maximum of 33 children may attend the nursery at any one time.

The nursery is opened each weekday from 08:00 to 18:00, 52 weeks of the year, except bank holidays. There are currently 48 children aged under 5 years on roll. Of these 12 (8) children receive funding for nursery education. The nursery supports children with special educational needs and also supports children who speak English as an additional language.

The nursery employs 12 staff. Nine of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

The nursery receives support from an Foundation Stage Consultant from the Early Years Development and Childcare Partnership (EYDCP). The Foundation Stage is the teaching method used for teaching children aged three to four years old. Staff working with children under three follow the framework that supports children in their earliest years, Birth to three matters.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children engage in activities which help develop their physical skills. They have access to an outside area that is full of opportunities for children to advance in both their small and large muscle movements. Children are developing control over their bodies as they jump, climb and balance. They are increasing their awareness of space as they steer wheeled toys and enjoying jumping around playing musical bumps. There are many opportunities for children to develop their fine motor skills, they draw using stencils and enjoying twisting their folks to pick up spaghetti at lunch time.

Children are cared for in a clean and safe environment where their good health is promoted. Clear policies and procedures are in place and medication and accident records are maintained, inline with regulations. The setting takes positive steps to prevent the spread of infection. Appropriate measures are in place when children are ill, for example, the sick child policy indicates children do not attend if they are ill with an infection. Children wash their hands as part of their daily routine before snack times and after using the toilet, and staff wear gloves and use a clean changing mat during nappy changing.

Children are enjoying healthy snacks of fruit, freshly made hot lunches such as casseroles, shepherds pie and macaroni cheese. Meal times are relaxed and sociable, staff use these times to help children develop good social skills as they encourage them to chat amongst themselves about what they are eating. Water is available throughout the day that children can access independently when they are thirsty. Children enjoy participating in cooking activities, they have made cakes and pizza which they will then enjoy for their lunch.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for a safe and welcoming setting. Staff greet parents and children enthusiastically as they arrive, who settle quickly. The setting's environment is well lit, bright and appealing with rooms well prepared for children when arrive. Children's work is displayed throughout the setting, as well as colourful posters. Staff have arranged equal amounts to be displayed at children's own eye level, helping them gain a sense of achievement and self worth. There is ample furniture for children to play, rest and eat comfortably. All resources are clean and well maintained, as staff check them daily and record any damage or breakages in the maintenance book. Most storage is at low level giving children access to toys and resources independently and safely. This creates an accessible and stimulating environment for children.

Children are able to take themselves to the toilet independently, as there are facilities for the specific use of children, for example, low level cubicles and hand basins. Staff have supplied liquid soap and hand towels, as well as colourful displays and mirrors to make the environment equally fun. However, the door to the toilet is relatively heavy, and although a safety mechanism has been fitted to prevent the door from slamming, several children bump their heads as they enter the toilet.

There is good security on the premises. The main entrance to building is kept locked with high handles that are inaccessible to children. Staff are deployed well, they work in separate rooms of the nursery, meaning children are supervised at all times. Staff have taken positive steps to

ensure children are made safe in the event of a fire. Fire safety procedures and maps of evacuation routes are displayed on the notice board and fire drills take place every four months. Detailed risk assessments are completed which cover all parts of the nursery. Accidents are recorded which are followed up to ensure hazards are minimised as far as possible.

Staff have good knowledge and understanding of child protection guidelines and are aware of the necessary action to take if they have any concerns. The manager is in charge of dealing with child protection issues and is aware of Local Safeguarding Children Board's guidelines. A written policy is in place which includes actions to be taken if an allegation is made against staff, in line with regulations.

Helping children achieve well and enjoy what they do

The provision is good.

All children are making good progress in their development. Staff have a good knowledge and understanding of the Birth to three matters framework and implement this effectively within the setting. They refer to the framework for effective practice and use their observations to plan activities for the younger children.

Younger children are making close relationships as they welcome each other warmly. A child reacts with glee as her friend joins her, she tickles his tummy and giggles. Babies are responding to their emotions and finding new ways to communicate, they take time to observe the stimulating environment responding with smiles to staff laughing. Babies make meaning as they repeatedly bang bricks together as they recognise it makes a staff member clap with enthusiasm.

Younger children are being creative through playful interactions, they mimic staff as they tilt their head and laugh. Children are given opportunities to develop awareness of connections, for example, staff give children balloons to experiment with, one younger child kicks the balloon and looks delighted that it has gone so far as he falls to the floor laughing.

Nursery education

The quality of teaching and learning is good. Children benefit from the quality of teaching carried out by staff. They have a sound knowledge of the early learning goals and planning is linked to the six areas of learning. Planning for outside play links to the areas of learning giving children opportunities to develop in all areas. For example, soil tray for exploring texture, easels for painting, water and sand play, musical instruments, guttering for rolling objects, climbing frame and bright wall hangings making the environment fun and stimulating. Staff make observations of children which are used for future planning, where staff can identify children's individual progress and a mapping sheet is used for staff to regularly mark children's progress towards the early learning goals. Staff use effective teaching methods to help the children make good progress, for example, repeating activities to secure learning and using open-ended questioning to encourage children's thinking.

Children are making good progress in their personal, social and emotional development. Children are able to sit and concentrate, for example, during story time children are enthused by staff using different tones of voice for the characters. Children form close friendships with each other, one child nods reassuringly to his friend as he puts up his thumb and says, 'I'll play with you in a minute ok?'. Children are developing their communication, language and literacy skills. They negotiate roles as they play, deciding who will build the next tower. Children are starting

to think about language, they become excited as they call out words that rhyme, supported by staff who congratulate them for thinking of new words.

Children are developing their number and problem solving skills as staff encourage their mathematical thinking. When children help themselves at snack time, staff ask, 'Is your bowl full?'. Children are beginning to use mathematical language as they compare volume and space. Children are starting to explore and investigate, developing an understanding of the world in which they live. They look at living things and objects, for example, children enjoy learning about the sea monkeys with magnifying glasses as staff talk to the children about the eggs and how they have to prepare the water so it is safe for them to hatch.

Children enjoy experimenting with colour as they stamp with cotton reels looking at the colours and patterns. Children enjoy dressing up and getting into character. A child puts on a policeman's hat and declares, 'I'm the police and I'm here to rescue you!'. The role play area is in need of development as there is a lack of props and resources to support and extend children's imagination.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children have time for tranquil moments as they sit amongst soft cushions and fabric drapes, creating a calm and relaxed environment. They are learning to manage their own behaviour and are considerate to each other, for example, at lunch time, one child says to another, 'Do you want some of mine?'.

Children's individual needs are met effectively within the setting, as staff request detailed information from parents and put a strong emphasis on respecting children's routines, for example, their sleep and nap pattern. Children are starting to learn about the world in which they live and the beliefs of other people. They have access to a small range of toys and resources to promote positive images and diversity. For example, dressing up clothes, dolls and play people. Children enjoy learning about other cultures, during Chinese New Year, children make Chinese lanterns and tried traditional Chinese food for lunch.

Children with special educational needs and/or disabilities are well supported. The qualified co-ordinator makes suitable arrangements for the support of all children, for example, monitoring and recording systems to keep parents fully informed. The nursery works towards an IEP (individual education plan) to build on children's learning and sets out strategies to meet their needs.

The settings policies and procedures are available for parents to refer to and the complaints procedure is clearly displayed which includes the required information. Parents receive good quality information about the setting in the form of newsletters, 'stay and play' events and detailed notice boards that include a vast range of information. Children benefit from the partnership between parents and staff.

Partnership with parents and carers is good. Parents evenings take place every six months where parents receive their children's reports and discuss their progress. Reports are done during the six month period and include samples of observations, achievements and future progress. The setting actively involves parents in their children's learning as they are very often invited into the setting to be involved in various events. A dedicated notice board displays lots of information about the Foundation Stage including the six areas of learning. The setting's

planning is also on display for parents to refer to if they wish. However, much of the information about children's activities and planning is not linked to the areas of learning, meaning parents may not fully understand children's learning and are unable to follow up progress from children's reports or discussions at parents evenings.

Organisation

The organisation is good.

Leadership and management for nursery education is good. The manager has a good understanding of her role and responsibilities and offers staff good support and guidance. There is a clear vision for the setting that includes the importance of staff training to develop their skills and knowledge, particularly with regards to the EYFS (Early Years Foundation Stage). Staff work effectively as a team and as a result, the day runs smoothly for the children. Good communication systems are in place such as regular staff meetings where staff are activity involved through workshops and activities. Managers monitor the quality of teaching through staff appraisals and key responsibilities. Staff feel supported and that their hard work and skills are acknowledged.

The setting is well organised and staff have a good combined knowledge and a clear understanding of caring for children. An effective partnership with parents is established and staff are professional and motivated. Recruitment procedures and the staff induction policy, mean staff are suitably qualified for their post. Clear policies and procedures are in place for the efficient and safe management of the setting, which promotes the care, learning and welfare of the children.

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

Improvements since the last inspection

At the last inspection five recommendations were made relating to the named deputy, activities and resources that promote people with disabilities, use of the books corner, children's mathematical development and the use of the outdoor play area.

Since the last inspection, a deputy has been put in place who is fully qualified, experienced and aware of the settings policies and procedures and of her responsibilities as the deputy manager.

The nursery has come some way in providing resources that promote people with disabilities, for example, books, play people and visual aids such as posters, which the staff use to talk to the children about disabilities. This helps children become aware of positive differences in society.

The nursery has extended the book corner making the choice and accessibility more appealing to children, encouraging them to self select and take time to enjoy the range of books available to them.

Plans for children's mathematical development have been broadened to included activities that include simple addition and subtraction. Through staff training in teaching methods and guidance from the manager, this has been implemented successfully and children benefit from developing their mathematical skills.

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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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 the toilet door is safe for children to pass through in order to continue to access the toilet facility independently.

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):

- develop the role play area to provide children with further opportunities to use their imagination
- develop ways of linking information available to parents, to the six areas of learning, allowing parents a better understanding of their children's progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk