

Happy Tots Private Day Nursery

Inspection report for early years provision

Unique reference number 500096
Inspection date 04/02/2009
Inspector Judith Anne Kerr

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Happy Tots Day Nursery has been registered since 1999. It is one of two privately owned and run provisions by an individual provider and operates from five rooms in a converted dormer bungalow in the Crumpsall area of Greater Manchester. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area. It is open each weekday from 07.30 to 18.00 all year round.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 94 children may attend the nursery at any one time. There are currently 68 children aged from six months to under five years on roll, some on part-time places. The nursery currently supports a number of children who speak English as an additional language.

There are 14 members of staff, of whom 12 hold appropriate early years qualifications to at least NVQ level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The management of the setting have failed to prioritise the areas for development and this limits the capacity to improve. Some significant weaknesses in inclusive practice have been identified and not all staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Positive partnerships with parents and others contribute towards individual children receiving ongoing support in their care and learning. Systems to evaluate the service provided and to identify areas for improvement are just beginning to be implemented.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement an effective safeguarding children policy which is understood by all members of staff (also applies to the compulsory and voluntary parts of the Childcare Register) and notify complainants of the outcome of any written complaint (Safeguarding and promoting children's welfare) 06/03/2009
- obtain written permission from parents before administering medication to children (also applies to the compulsory and voluntary parts of the Childcare Register) (Safeguarding and promoting children's welfare) 04/02/2009

- develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development (Safeguarding and promoting children's welfare) 06/03/2009
- conduct a risk assessment of the premises which identifies all aspects of the environment that need to be checked on a regular basis (also applies to the compulsory and voluntary parts of the Childcare Register) (Suitable premises, environment and equipment) 06/03/2009
- review the planning to include an assessment of children's starting points; ensure learning objectives are clearly identified and the next steps predicted (Organisation). 08/05/2009

To improve the early years provision the registered person should:

- develop the procedures to check the continuing suitability of all staff
- review the arrival and departure procedures for staff and obtain written parental permission for children to take part in outings.

The leadership and management of the early years provision

Regular team meetings and staff appraisals are used to develop supportive working relationships to review and develop practice. Adequate procedures are in place to ensure children are cared for and protected by suitable adults. However, some staff fail to record their times of arrival and departure and systems to check the continuing suitability of staff are not yet fully developed. Effective settling in procedures promote confidence and emotional security in children.

There have been some improvements made since the last inspection. For example, a new management structure is in place and staff have attended behaviour management and self evaluation training to enhance their skills. However, actions for improvement, such as the planning of activities and monitoring of staff and practice have not yet been successfully met in order to improve outcomes for children. Staff contribute to the self-evaluation of the provision and are beginning to recognise some strengths and areas for development. They are working with the local authority to improve the quality of the provision.

Accident records are appropriately maintained and confidentiality of information is respected. Routine daily safety checks of the children's rooms are conducted and risk assessments are in place for all the outings children are taken on. Suitable precautions, such as stairgates have been put in place to minimise identified hazards and reduce the potential for accidents. However, the documentation that is required for safe management of the nursery is weak. A full risk assessment of the premises has not been undertaken to identify all potential aspects of the environment that need to be checked on a regular basis. On some occasions medication is administered without written permission and complainants are not

notified of the outcome of an investigation. Some staff have limited knowledge and understanding of safeguarding procedures and the policy is not in line with current guidance. These are breaches of regulations. Medication records are not consistently shared with parents and written permission for children to take part in outings is not always requested.

The setting develops positive relationships with parents. Daily diaries, ongoing discussions, children's development records, questionnaires and newsletters help to keep parents well informed about their child and the nursery day. Partnerships with other professionals have been developed to promote consistency and continuity for children's care, learning and development. The nursery seeks to offer an inclusive service which values diversity and supports children with English as a second language.

The quality and standards of the early years provision

Planning and assessment systems are weak. They fail to monitor the breadth and balance of the curriculum or to identify and track children's progress towards the early learning goals. As a result it is difficult to see how the learning needs of individual children are met or what they achieve. The development of continuous provision is in early stages. Consequently, it does not always sustain or attract children's interest and at times children become bored leading to instances of unacceptable behaviour.

Children build positive relationships with staff and enjoy working with them to develop areas of their learning. For example, they use a range of construction toys to build models using different shaped bricks and older children sort their own cutlery, plates and cups. They express themselves creatively using a variety of media, such as musical instruments, puppets and messy resources. Babies catch the bubbles and print with their hands and feet. Older children use paint, glue, tissue and glitter to design and make masks, flowers and cards. The availability of a variety of natural materials enhances children's interest in the properties of the different objects.

Children's understanding of good health and safety is promoted. Nutritious meals are cooked on the premises each day and posters promoting hand washing are displayed in the bathroom areas. Staff encourage older children to understand the benefits of healthy eating and regular exercise. Children have daily opportunities to develop their physical skills as they slide, balance and use the wheeled toys. Babies are taken on walks in the nearby park to enjoy the fresh air and outdoor environment. Gentle reminders from staff ensure hands are washed at appropriate times of the day and help children to recognise the dangers of climbing on chairs. Regular fire drills further help to promote children's understanding of how to keep themselves safe in the event of an emergency.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2.1) 06/03/2009
- take action as specified in the early years section of the report (CR5.4) 06/03/2009
- take action as specified in the early years section of the report (CR8). 04/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2.1) 06/03/2009
- take action as specified in the early years section of the report (CR5.4) 06/03/2009
- take action as specified in the early years section of the report (CR8). 04/02/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

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.