

Happy Tots Private Day Nursery

Inspection report for early years provision

Unique reference number 500096
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Inspector Susan Janet Lee

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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 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 was registered in 1999. The setting operates from a converted dormer bungalow in the Crumpsall area of Greater Manchester and it is run by an individual.

The nursery is open Monday to Friday from 07.30 until 18.00 all year round. The children have access to five playrooms, bathroom facilities and an outdoor play area. Access to the property is gained at the side of the premises on the ground floor level. Access can also be gained at the front of the property where a ramp is located.

The setting is registered to provide care for a maximum of 94 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 49 children on roll. Of these, 18 children receive funding for nursery education. The setting currently supports a number of children who speak English as an additional language. The provision employs ten staff including the manager. Of these, nine staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Written policies and procedures ensure the safety and the welfare of the children who attend the nursery. Staff work to provide an inclusive environment for the children and their parents and carers. Staff know the children well and meet their needs appropriately in most instances. Suitable arrangements are in place to keep parents informed about their children's daily routines and developmental progress. Evaluation of the provision enables the setting to implement appropriate improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop planning and assessment records ensuring documentation clearly shows how children's individual needs are being met
- develop teaching practices to encourage children to use problem solving skills to begin to calculate
- further develop the menu to include more healthy options
- provide a wider range of outdoor play equipment to provide sufficient challenge for the older children
- further develop the key person system to ensure that information is shared effectively to meet the needs of children with English as an additional language
- continue to encourage parents to become more involved in their children's learning.

The leadership and management of the early years provision

Effective vetting and safeguarding procedures help to protect children and safeguard their welfare. The induction procedure gives staff an understanding of their roles and responsibilities. Regular staff meetings ensure open lines of communication and regular staff appraisals help to identify any training needs. Staff have regard for children's well-being as they attend training to further develop their childcare practices.

The management team and staff have worked hard to make improvements since the last inspection. The setting is currently working with a team of development workers who provide support and advice. Parents are also involved in the evaluation process as they complete questionnaires on a regular basis to share their views. The management team demonstrate a capacity to maintain continuous improvement and they have addressed recommendations and actions raised at the last inspection. Procedures are now in place to check the continuing suitability of all staff. Procedures have been developed regarding the arrival and departure of staff. A safeguarding policy has been implemented, which is understood by all staff and the complaints procedure has been developed so that complainants are notified of the outcome of any written complaint. Written parental consent is in place in relation to administration of medication. Written risk assessments are in place regarding the premises and these help to eliminate risks. Staff are now able to manage children's behaviour effectively. Planning has been developed to include an assessment of children's starting points and learning objectives are clearly identified; although further work is needed in relation to planning and assessment documentation.

The premises are warm and welcoming and staff are approachable, which helps to create an atmosphere that enables a two-way flow of information between staff and parents and carers. Staff share good working relationships with parents, who are greeted warmly on arrival. Parents are kept well informed about the setting and their children's developmental progress. Discussion with parents, recent 'thank you' cards and comments on the memory board show that parents are happy with service provided, levels of care and acts afforded. Parents comment that their children enjoy coming to nursery and they have recommended the setting to their friends. Satisfactory systems are in place to encourage parents to be involved in their children's learning. However, more work needs to be done in this area. Suitable arrangements are in place in relation to supporting children who speak English as an additional language. However, these arrangements are not always used to the maximum effect to meet such children's needs. Effective systems are in place regarding children's transition to nursery of school and this helps ensure continuity of children's care and learning.

The quality and standards of the early years provision

The children are cared for in playrooms according to their age and stage of development. Resources are stored at child height. This enables the children to freely access toys, which helps them to initiate their own ideas and to develop

independence. Satisfactory systems are in place in relation to planning and assessment. However, planning documentation does not clearly show how children's individual needs are met. Staff deploy themselves appropriately and they support the children in their play and learning. However, there are limited opportunities for some groups of children to use mathematical concepts such as number or for them to begin to use problem solving skills to calculate. Staff share positive attachments and warm relationships with the children, who are happy and settled in their care. The children gain emotional comfort and security because staff provide positive physical contact by means of hugs and cuddles.

Staff encourage the youngest children to explore and develop simple self-help skills. This helps to build a sense of self-confidence as the children begin to do small things independently. For example, drink from a feeder cup. Babies move around freely and develop their large physical skills. They have access to a range of toys that are colourful, tactile and that make noises to encourage them to explore using their senses. Staff nurture babies attempts to communicate. They listen when the children babble and respond in gentle tones to reinforce early speech patterns. Staff clap to music playing in the background and the babies copy this action. There is lots of positive interaction and smiles.

The children use language to imagine and re-create roles and experiences; helping them develop an understanding of the world in which they live. They cook in the home corner and take the dolls with them to play with the play dough. The children explore the play dough. They develop hand eye co-ordination and their fine manipulative skills as they use their fingers, hands and tools to mould and shape the dough. Older children enjoy mark making and they draw faces with good detail. The children explore sand and water and are adept in pouring the water into different sized containers. They are able to name animals and group them according to the type of animal. The children are engrossed in their play with play dough. They make balls of varying size. Staff talk to the children and introduce words such as soft and sticky to describe the texture of the dough. The children explore musical instruments and they play various instruments to hear different sounds and tones. They use language well to explain what they are doing, to make their needs known and to converse with staff and their friends. The children recognise their own name as they find their name card at lunch time. They develop their self-help skills as they help to tidy toys away, use the bathroom, pour themselves a drink and serve their own lunch.

The children develop skills of co-ordination, control, manipulation and movement and they enjoy being active as they play outdoors. The children walk, run and jump and play on the slide and climbing frame. However, there is limited outdoor play equipment available to provide sufficient challenge for the older children.

Staff implement appropriate strategies to help promote children's social, physical and economic well-being. They exercise hygiene practices to minimise the risk of cross-infection and the premises are safe and secure. The menu is generally balanced; although it includes some processed foods. Staff act as positive role models to the children. They treat them with care and respect, they are polite and encourage the children to share and co-operate with each other. As a result, the children develop an awareness of what is expected of them. The children develop

a sense of pride and self-esteem as staff praise their efforts and achievements. Staff have a sound understanding of child protection matters and procedures ensuring children's welfare is effectively safeguarded.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

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

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