

Happy Child Day Nursery

Inspection report for early years provision

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Inspection date	11/02/2010
Inspector	Caren Carpenter
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Happy Child Day Nursery is one of a chain of nurseries owned and managed by Happy Child Limited. It was registered in 1997 and operates from a purpose built building in Harlesden within the London borough of Brent. All children share access to a secure enclosed outdoor play area.

The nursery is registered for a maximum of 66 children under eight years, of these; 66 may be in the early years age group and of these; 28 may be under two years at any one time. There are currently 50 children in the early years age group on roll.

The nursery is open each week day from 8:00am to 6:00pm all year round, except for bank holidays. The nursery supports children with special educational needs and/or disability and also supports a number of children with English as an additional language.

The nursery employs 11 staff. Seven staff including the manager hold appropriate early years qualifications and three are working towards early years qualifications. The nursery receives support from the local early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making good progress in their learning and development. Exceptionally strong partnerships with parents, carers and other professionals ensure that children's individual needs are identified and fully catered for. They achieve this by ensuring that children receive individual support and attention, enabling them to feel very secure and happy in the nursery. The manager and staff are constantly evaluating their practice and make improvements to benefit the children attending the nursery and provide a service that is responsive to the needs of individuals. There are some well-targeted plans for continuing development, such as developing the outdoor play area to provide children with further exciting and challenging experiences.

What steps need to be taken to improve provision further?

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

- extend toys and play resources further to provide more exciting choices to the children to enhance their learning
- ensure that the garden does not pose a risk to children's safety, paying particular attention to the broken fence
- improve the outdoor play area and equipment to make it more exciting, challenging and interesting for all children.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting procedures ensure that there is qualified and skilled staff who have a clear understanding of how to safeguard children's welfare. For example, arrangements to ensure staff are suitably vetted are carefully monitored. Staff have a clear understanding of what child abuse and neglect mean and how to implement the detailed safeguarding policy that is in line with the local guidance. All staff have completed Safeguarding training.

Children's safety and security is given high priority and good quality risk assessments ensure effective actions are taken to eliminate risks. Staff complete a garden check list before children use the area, and have identified areas for immediate improvement to promote children's safety.

The manager and all staff work effectively as a dedicated team to provide good quality care and education for children. Successful planning ensures that staff are suitably deployed and interesting activities are organised to promote children's learning and development. Excellent policies and procedures and all records required for safe and efficient management to meet all children's needs are well maintained and reflect current legislation.

Systems for evaluating the equality of the setting and its impact upon children's development are fully in place. The manager has also firmly established methods of gaining the views and opinions of the staff, children and families and act on these to improve outcomes for children. For example, the manager is improving play resources and equipment to ensure that all children are provided with good opportunities to make exciting and independent choices to further extend their play and learning experiences. Good improvements have been made since the previous inspection with the nursery fully addressing the recommendations that were raised. For example, they have a thorough risk assessment in place based on professional advice to ensure that the risk to children's safety from the ivy plant in the garden is minimised.

Staff work exceptionally well with a wide range of professional agencies, such as the Area Special Educational Needs team and Brent child development service to develop and monitor individual educational plans to ensure that children with learning difficulties and/or disabilities needs are well met. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging. In addition, the staff encourage families to contribute their expertise and ideas when celebrating a variety of cultural festival celebrations.

Partnership with parents and carers is outstanding and highly valued by the management team. Staff embrace their in-depth discussions with parents and it is evident that there is very good two-way information shared between staff and parents. For example, staff use a daily diary exceptionally well to share information with parents about their babies' routine and their care needs. Parents are provided

with monthly news letters to keep them extremely well informed about activities, social and fund raising events. Parents are provided with excellent opportunities to attend regular parents' meetings to meet with the key person to share their children's learning journey files. Parents are extremely well encouraged to play an active role in the nursery through fund raising events which are held within the nursery and the local community. They are invited to outings, such as to the Science Museum as well as supporting the nursery sports days. The nursery welcomes parents' views and uses parents' questionnaires successfully to seek their views about what they do well and what they can do better, such as the development of the garden area. Parents are very complementary about the nursery and report that they feel valued and welcome.

The manager demonstrates an excellent commitment towards working in partnerships with other providers and has extremely good links in place to share information to help promote children's welfare and development. For example, as part of their school week a teacher comes into the nursery to talk to the children about starting school as a way of helping to prepare them for the transition to school. The nursery has excellent links with a children's centre and with the local community. They invite outside agencies to join the nursery for special events, such as festivals celebrations and fun days. Children take part in fun days run by the local primary school sponsored by the local police. In addition, the staff team with the children and families hold fund raising events for their chosen charities, such as the local hospital children's ward. This helps children to take an active role in the wider community.

The quality and standards of the early years provision and outcomes for children

Children are very well supported due to staff's good knowledge and understanding of the Early Years Foundation Stage which is supported by a key person system. This effectively supports children making good progress. Observations and assessments are detailed and all staff have a clear understanding of the value of the importance of sharing these with parents. The day is structured flexibly and they make full use of the indoor and outdoor environment. However, the outdoor play equipment does not yet maximise opportunities for children to enjoy an exciting and challenging play experience.

Babies play with a good range of toys and experiences that promotes the development of their senses. For example, they thoroughly investigate the sounds and textures of various natural objects in treasure boxes. Staff ensure that the key person system is effective so that babies are well settled and secure. Children are confident communicators, babies using expression, gestures and sounds to communicate their needs and older children gaining competent use of language. In addition, children are developing their early writing skills, and have good access to a range of writing resources which they select independently.

Staff provide good support and spend quality time supporting and extending children's play and learning experiences. For example, during play dough activity children talk about what they are making with their play dough. Staff skilfully

extend their learning further by encouraging them to describe the shapes and colours of their models.

Children are making good progress in their creative development, for example; they design and create their car models using various sizes of card boxes and art and craft materials. Children thoroughly enjoy participating in their weekly cookery club activity by a visiting teacher to the nursery. They enjoy designing their rice cake faces with tomatoes, houmous, soft cheese, grated carrots, sweet peppers and raisins and show great delight in their achievements as they eat their rice cake faces. Children have good opportunities to explore, investigate and observe changes. For example, they enjoy learning about the life cycle of chickens and watched in wonder baby chickens hatching in an incubator.

Children have good awareness of healthy eating and understand the benefits of eating healthy food, such as vegetables and fruits daily. They are provided with freshly cooked nutritious meals that support their individual dietary needs. Children sit together for their snack and help themselves to a selection of fresh fruits. They thrive when given special responsibilities, such as setting the tables for meal times and take pleasure in helping to serve each other as well as pouring their own drinks of milk and water from jugs. Children are developing a good understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet. They are learning the importance of brushing their teeth after eating to keep them healthy. In addition, the nursery have achieved a four star hygiene rating certificate for very good food safety management by the local authority.

Children form caring relationships with each other and staff and these friendly attachments are easily observed. Children of a very early age are learning to be considerate to each other and share; these skills will benefit the children in the future. Staff offer consistent praise and acknowledgement for simple achievements, developing self-esteem and ensuring each child feels valued. Children have good awareness of their own safety as they move around the nursery with care, manage the transition between indoors and outdoors with ease and participate in regular fire drill practices. Overall, the children are prepared for their next stage in learning in this inclusive nursery.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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