



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 118137

DfES Number: 550928

### INSPECTION DETAILS

Inspection Date 03/03/2005  
Inspector Name Shan Gwendoline Jones

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Happy Child Day Nursery  
Setting Address Woodgrange Avenue  
Ealing  
W5 3NY

### REGISTERED PROVIDER DETAILS

Name Happy Child Limited 03302206

### ORGANISATION DETAILS

Name Happy Child Limited  
Address 109 Uxbridge Road  
Ealing  
W5 5TL

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

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 65 children aged from 3 months to under 5 years on roll. Of these 16 receive funding for nursery education. Children come from the local and wider community. The nursery supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 13 staff, eight staff including the manager hold appropriate early years qualifications and five staff are working towards a child care qualification.

The nursery receives support from the Foundation Stage Consultants from the Early Years Development and Childcare Partnership (EYDCP).

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Happy Child Nursery provides good quality nursery education overall. It enables children to make generally good progress towards the early learning goals.

Staff's knowledge of the foundation stage enables them to plan an interesting and appropriate range of activities. However, there are gaps in this knowledge, which results in some areas of weakness the programmes for mathematics, physical and creative development.

Children are able to choose from a well planned range of activities, they enjoy a wide variety of experiences, although the organisation of large group times does not meet the needs of all children. Staff are positive role models, as a result behaviour is good and children form warm and caring relationships with adults and peers. Staff work cohesively together to ensure children with special educational needs are appropriately supported and included. Children are interested in the activities offered and engaged to a high level. The staff are developing assessment systems which are used in the planning process.

Visiting specialist teachers offer a variety of experiences in music, drama, sport and French.

Both the management team and provider are committed to enhancing and expanding the current good standards of the nursery through the on-going training and development of staff. They seek support and guidance from a number of sources, such as a mentor from the Early Years Development and Childcare Partnership (EYDCP). They also employ an early years co-ordinator who works across the nurseries to monitor, support and ensure good practice is delivered.

Partnership with parents is very good. A range of information is available about the setting, funding, the foundation stage curriculum, policies and procedures. Parents are warmly welcomed and ongoing communication with key workers keeps them informed of their children's progress. Parents speak highly of the structure of the day and the value placed on diversity within the nursery.

### What is being done well?

- Children speak clearly and fluently as a result of staff members consistent interest and involvement in their play and conversations.
- Staff and children have good relationships. They act as positive role models and treat children with respect - this is reflected in good behaviour and motivation to learn.
- Children with special educational needs are well supported by staff and there is an inclusive approach.

- Visiting specialist teachers enhance the educational programme.
- Partnership with parents is very good and staff have good communication systems in place to inform parents and carers of their children's development, achievements and progress.

**What needs to be improved?**

- the organisation of large group times over the lunch time period to meet the individual needs of all children
- mathematics with more practical opportunities for children to practice problem solving including simple addition and subtraction
- the programme for physical development by providing challenges for more able children to develop their climbing skills
- children's access to a range of musical activities to explore and recognise how sounds can change.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic and persist at planned activities in small group situations. Warm relationships are formed between staff and children. Children are developing good relationships with peers, playing cooperatively in activities. They demonstrate good levels of concentration, behave well and confidently express their ideas and needs. Through various planned activities and topics children are becoming aware that people have different beliefs, cultures and needs within society.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very articulate and express themselves well. Good attention is paid to linking sounds and letters. Children have daily exposure to reading materials and good use is made of labelling. Children recognise and confidently attempt to write their own names, forming and naming many letters and some simple words correctly. They are able to share and retell past experiences and staff engage children in conversations extending their understanding and curiosity.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Their counting skills are developing well and they can count up to ten and beyond. Children learn to use numbers in practical activities and show an understanding of shape number size. They have a good understanding of the concept of shape and can recognise shapes within their own environment. Staff use daily routines and activities well to extend children's mathematical language, however there is less emphasis on calculation, for example simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore different features of the environment, questioning why things happen and how they work. They notice patterns and change in a variety of materials and design and construct models using many different resources. Through themed activities, they are developing a good awareness and understanding of their own and other cultures. Children have opportunities to develop their skills with technology and use the computer with confidence and increasing control.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children demonstrate good spatial awareness as they move confidently in the garden and during action songs. They exercise control and dexterity as they handle pencils, scissors and glue spreaders. Although they have regular use of a small outside area equipped with tricycles and other resources, challenges for more able children to develop their gross motor skills in climbing are limited. Through daily routines children are developing an understanding of the importance of staying healthy.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children participate enthusiastically in imaginative play. They enjoy storytelling sessions and acting out experiences during drama sessions. Good opportunities exist to develop children's senses in a variety of situations, including cooking activities. Less opportunities are available for children to independently select musical instruments. Regular access is available to a variety of materials, such as sand, water and dough to promote individual creativity.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- ensure the organisation of group times meets the educational needs of all children
- provide more practical opportunities for children to practice problem solving including simple addition and subtraction
- create further opportunities for more able children to develop climbing skills during physical play
- improve the use and accessibility of resources for children to use and make music independently.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*