

# Happy Child Baby Nursery

Inspection report for early years provision

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**Unique reference number** 118099  
**Inspection date** 11/06/2012  
**Inspector** Martha Darkwah

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**Type of setting** Childcare - Non-Domestic

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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 Baby Nursery opened in 1993. It is one of 13 provisions run by the Happy Child Group. The nursery operates from two rooms in a low level building in West Ealing area of the London Borough of Ealing. Children have access to an adjacent outdoor play area.

The nursery is open Monday to Friday from 7.30am to 6pm all year round. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children under three years may attend at any one time. There are currently 20 children in the early years age range on roll.

Close to this baby unit, is Happy Child Nursery for children aged from two to five years. Both nurseries are part of the Happy Child Nursery group.

The nursery employs eight staff, including the manager, of these, seven hold appropriate early years qualifications and one member of staff is working towards a recognised childcare qualification. The nursery employs a part time cook.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, child centred environment where staff meets individual needs successfully. Staff members effectively promote equality and inclusion across most aspects of the provision. Good partnerships with parents and other providers' aids continuity and support children's individual needs successfully. Overall, staff plan and promote learning well, resulting in children making good progress towards the early learning goals. The provider, manager and the staff team reflect on practice and evaluate their service to children accurately. Staff members are determined to secure continuing improvement through reviewing their work and accessing training and support from local authority advisory staff.

## What steps need to be taken to improve provision further?

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

- strengthen the system for monitoring children's progress towards the early learning goals by evaluating observations consistently
- provide images that are more positive, resources and activities to help children embrace differences and value aspects of their own and other people's lives.

## **The effectiveness of leadership and management of the early years provision**

Staff approach to safeguarding children is good. The management team takes active steps to ensure that staff are well informed about safeguarding through refresher training and discussion. The relevant policy and procedure together with contact information is close to hand for communicating any concerns to relevant outside agencies. Systems in place to keep children safe include regular risk assessments, rigorous recruitment and suitability checking at the time of staff employment. Required documentation is in place for the welfare and safety of children, for example, staff maintains attendance registers and accident reports effectively.

The ongoing drive for improvement includes a number of valuable steps. The staff team are all invited to add their thoughts and ideas to the nursery self-evaluation document which is methodical and largely accurate. At the time of inspection, the nursery had a newly appointed manager with good support from the area manager. The staff team work well together and are embracing the culture of reflective practice encouraged by the management team. Staff are motivated to raise their skills by attending training during their four inset days each year where carefully chosen topics are fully covered. Advisory staff from the local authority visit regularly to assist the staff team in developing their assessment, planning and overall provision for children.

The nursery is spacious and clean. Good quality tables, chairs and resources are available to children and robust room dividers separate babies from toddlers. Finger guards are in place to prevent door accidents. There is a dimly lit sleeping area for the children and staff are deployed to keep children safe when they are sleeping. Children have a good range of toys, books and craft materials, which they can access easily to make independent choices. Children benefit from having access to a sensory room, which has resources that are very appealing to their interests.

Systems to observe and assess children's progress work generally well to identify learning priorities and assist staff in planning learning experiences for each child. They use this information to inform planning. Learning journals include photographs and samples of children's creative work. Flexibility in planning takes account of children's individual learning needs. The planning of interesting themes and topics successfully supports all areas of learning. The staff teams are clear of how to assist children in making progress towards the early learning goals. However, the records are not always evaluative in order to support the monitoring process.

There is a good partnership with parents with relevant information exchanged each day. Parents are very positive in their feedback about the nursery; they feel that their children are happy and have settled well.

Good partnerships established with other agencies enable the setting to work

alongside other professionals as and when the need arises, in order to support children's individual needs.

Inclusion practice supports children well to develop a sense of belonging in the setting. Overall, children access some resources promote children's understanding of diversity and different cultures as they learn about the wider world. Staff ensures that the programme of activities over time includes celebrations from different cultures. Storybooks and resources that reflect cultural backgrounds and disability are not extensive. Staff are taking steps to enhance this area.

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

Children are happy, relaxed and content and make good progress in their learning and development in relation to their individual starting points. Children benefit from good interaction with responsive and caring staff. The varied range of activities that staff plan and provide reflect children's individual interests, encourage them to make choices and help them learn through play.

Babies feel safe and secure, as they are held close when bottle-fed. In addition, staff use nappy changing as an opportunity for one to one communication. All children are encouraged through song to greet their friends and follow their favourite action songs. Young children show a sense of pride and achievement when staff praise their efforts.

Staff regularly introduces children to the pleasure of books as they snuggle close to children looking at the pictures and turning the pages. Staff use words in addition to the visual prompts such as flash/picture cards in order to extend children's knowledge that text has meaning. Staff participating in these activities support them in developing their reading and writing skills.

Babies enjoy the effect of pressing buttons to make a noise and enjoy pop up toys. Children enjoy the sensory experience of sand play. Children enjoy growing activities and have opportunities for junk modelling, which begins to develop their knowledge of sustainability. During these activities, children are developing their talents and skills for the future. At other times, they have many opportunities to relax in the cosy sensory room where they participate in listening to stories or use torches, and look at projected images in focused activities. Children mark make with chunky crayons and paint.

Children eagerly participate in activities of their choosing, for example, babies enjoy exploring the different textures such as brushes, safe wooden blocks, small pans and wooden spoons in the treasure basket. Staff supports children's learning and development well, with particular emphasis on social development. They increase children's self-confidence and reinforce a range of skills that they will use in later life.

They take pleasure in personal hygiene routines such as independent hand

washing. Children enjoy nutritious lunches cooked on the premises of the pre-school nursery next to the baby unit. Children devour tuna pasta, sweet corn, peas and fresh fruit salad. Babies are encouraged to explore the food, which provides opportunities for sensory learning and increased independence. Children are able to access water throughout the day when they identify they are thirsty.

Children are consistently busy and interested in what they are doing which results in respectful, calm and good behaviour. They are helped to behave well and show care and respect for their peers, for example, babies are reminded to 'play gently' when sharing and taking turns. Children are developing an understanding of how to keep themselves safe when they take part in regular fire drills.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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