

Happy Tots Private Day Nursery

270 Middleton Road, Crumpsall, Manchester, M8 4NB

Inspection date	17/04/2013
Previous inspection date	04/08/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staffing arrangements are not consistent because staff are not deployed effectively. The key person system is not fully embedded efficiently across the nursery. This means children's individual needs are not met at all times.
- Staff members do not have a secure understanding of the prime and specific areas of learning of the revised Early Years Foundation Stage. As a result, children make limited progress in their learning.
- The monitoring and evaluation of current childcare practices is poor, resulting in inconsistent practice across the nursery to promote children's learning.
- Assessment of children's progress is weak, which means activities lack challenge to interest and encourage their learning. Consequently, children in the nursery do not make adequate progress towards the early learning goals.
- Parents are not fully involved in their children's learning, which limits their knowledge of how much progress their children are making.

It has the following strengths

- Staff provide children with a large variety amount of child-sized equipment and resources, both indoor and outdoors, which they access easily during their play.
- The premises are secure to enable children to play safely around their rooms.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms.
- The inspector completed a joint observation in the pre-school room with the manager of the setting.
- The inspector spoke to staff, the manager, the provider and parents at appropriate times throughout the inspection.
- The inspector checked evidence of staff suitability, training certificates, policies and procedures.

Inspector

Julie Firth

Full Report

Information about the setting

Happy Tots Private Day Nursery was registered in 1999. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from a converted dormer bungalow in the Crumpsall area of Greater Manchester and it is run by a private owner.

The nursery is open Monday to Friday, from 7.30am until 6pm, all year round. 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 nursery supports children with special educational needs and/or disabilities. There are currently 83 children on roll, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery employs a manager and 13 members of childcare staff. The manager is undertaking an Early Years degree; eight members of staff hold early years qualifications at level 3, three at level 2 and one is working towards a level 3. Regular bank and sessional staff are employed by the nursery, who also hold relevant childcare qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staffs' understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage to ensure that children learn, develop and make progress across all areas of learning
- provide challenging and enjoyable experiences for children in all areas of learning and development by: using robust observation and assessment of children's learning to identify their next steps; planning for individual children, taking into account their interests and the next steps in their learning
- ensure the key person system is understood by all staff, in order to build relationships with parents, so that every child's learning and care is tailored to meet their individual needs
- ensure appropriate arrangements are in place for the supervision of staff, which provides, support coaching and training and promotes the interests of children: undertake regular staff appraisals to identify the continued professional development for staff
- ensure parents are encouraged to share what they know about their children on an on-going basis and keep them up to date with their child's progress and development
- improve staffing arrangements to ensure that the continuity of care and children's learning is not compromised and they are adequately supervised at all times
- ensure children are adequately supervised and staff are deployed effectively to ensure children's needs are met at all times.

To further improve the quality of the early years provision the provider should:

- develop self-evaluation systems, in order to drive improvement, including monitoring the education programmes to ensure a broad range of experiences to help children make progress
- allow children to have better opportunities to encourage their speech and language development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff in the baby room support children's learning appropriately, which helps them to acquire the skills and attitudes to prepare them for their next stage in their learning. However, some staff throughout the other rooms have a weak understanding of the requirements of the Early Years Foundation Stage. This means the quality of teaching is not consistent and children's learning needs are not adequately met. Although, the new deputy manager has a sufficient knowledge of the prime and specific areas of learning, she is based in a very busy toddler room. This limits the time and support she is able to give to the rest of the staff alongside the manager, to help them improve the learning provision for children. Children have some opportunities throughout their day to engage in enjoyable activities, which are linked to the areas of learning. However, the value of these experiences is inconsistent and depends on the skill of staff on duty.

Staff in the toddler and pre-school rooms, miss opportunities to develop children's learning through questions and prompts during their play. Therefore, children gain little from activities as they quickly lose interest during story time. Furthermore, children in the pre-school room become restless and leave the table while they are waiting for their dinner. Staff are not attentive to their needs during this time, which results in limited opportunities to promote children's independence or for the more able children to be given responsibilities. Staff are not deployed well and do not receive sufficient support and guidance from the manager. This results in them lacking the knowledge to deliver a broad curriculum, which meets the children's individual learning needs. Staff are caring and friendly throughout the rooms and children enjoy their play when experiences are tailored to their individual needs. For example, children show an interest in playing in the water and write letters in the sand. Young children roll out the dough and enjoy using the computer. They learn to mix red and yellow paint to make orange. However, staff in most rooms have an insufficient knowledge of how to extend children's learning. Consequently, young children do not make sufficient progress in their learning and development to prepare them for school.

Staff are starting to plan around children's interests. They are beginning to observe children in play and assessments are showing some development in the relevant age bands. However, tracking records show there are significant gaps in their development. For example, staff are not questioning children enough or planning activities to fully stretch them in their learning. This means children are not making sufficient progress across most areas of their learning. Furthermore, parents do not have many opportunities to share information about their child's learning and development at home. Evidence indicates a few of the progress reports for children age two years are completed. However, staff are not familiar with this assessment without the input from the manager. Therefore, they are unable to reassure parents about their child's learning or work in partnership to support children to make the best possible progress.

The contribution of the early years provision to the well-being of children

The nursery operates a key person system, which enables children to form some positive relationships with caring staff and seek reassurance from them. However, it is not fully effective as some staff do not have a clear understanding of their role as a key person. As a result, they are unable to fully explain to parents the benefits of this role for their child. Staff are beginning to gain awareness about children's preferences on transition as they move from one room to another. They gather information from parents about their child's care needs through daily diaries and settling-in procedures are in place to welcome children into the nursery. Staff, who are appointed to support children with special educational needs and/or disabilities, follow an individual educational programme. However, although the pre-school room is split into two areas to allow for quieter activities, there is scope to enable children with special educational needs and/or disabilities, who spend most of their time mixing with few children, to come together to listen and join in within the larger group. The nursery has a suitable range of resources, which are readily available for children to use and explore, so they make some independent choices and decisions about their play.

Children benefit from nutritious, well-balanced meals and snacks. Their dietary requirements are known and suitably considered. Children learn how to keep themselves safe. For example, they practise regular fire drills, so that they know what to do in an emergency. Adequate strategies are in place to manage children's behaviour. For example, staff encourage them to share and take turns, which enables them to play together. However, staffing arrangements are weak and disorganised during lunch time in the pre-school room and the manager does not ensure staff give children the individual attention and support they need during this time. This results in children running off outside the room into the bathroom area. Children have daily opportunities to play outdoors in the fresh air, which enhances their health and well-being. The outdoor area is suitably resourced and contains fixed equipment and wheeled toys for children to ride on. This promotes their physical development. However, although staff take babies for the occasional walk in the buggy in the local community, they do not always use the outdoor play area within the nursery. Staff could make better use of the soft play surface to enable them to have more access to this area on a daily basis.

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

The manager and registered person have failed to meet some of the Learning and Development and Safeguarding and Welfare Requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, there are inconsistencies in the quality of care and learning that children receive. Monitoring of the nursery is weak and as a result, staff are not always deployed effectively to meet children's needs. The manager is involved in too many administrative tasks, resulting in a lack of time and individual attention and support for staff, in order to develop their teaching skills. Furthermore, as a new deputy takes on the position today, she is not secure in her exact roles and responsibilities. As a result, leadership is poor and does not effectively monitor teaching

practice.

Systems for monitoring and evaluating practice and the provision are ineffective because it has failed to identify or prioritise weaknesses appropriately. The manager does not review children's development regularly enough, which results in poor tracking of their progress. There are some improvement plans to target areas for development within the nursery and the manager is starting to use self-evaluation to monitor the nursery. However, due to the recent absence of the manager, the lack of a secure management team and room leaders not strong and confident in the learning and development requirements, there is a negative impact on teaching and practice across the nursery. Consequently, learning opportunities for children are not good enough.

Systems are in place to secure Disclosure and Barring Service checks for staff working with children. Staff have undertaken safeguarding training and demonstrate a suitable understanding of the procedures to follow if they have any concerns about a child in their care. The nursery has a safeguarding policy in place, which is understood by the staff team and the manager does make time to cascade her knowledge to staff through her own in-house training. Staff also conduct daily risk assessments around the premises, so that hazards are minimised. Some staff hold first aid certificates and ensure parents sign for all accidents that occur to children while in their care. This promotes children's health and safety.

Although, staff hold meetings and attend yearly appraisals, there is no regular supervision to support them. The manager is not spending enough time to undertake peer observations. This results in a lack of motivation to improve practice. The manager does have some knowledge of the new revised Early Years Foundation Stage. However, the time she allocates is not sufficient to recognise and address inconsistencies in staffing and practice across the nursery. Parents speak about the approachable staff and discussions take place about their children's activities. A daily diary for younger children informs parents of their individual care needs and a newsletter keeps them updated with festivals and events. However, it is evident when questioned that some are not clear of how their children are developing across the nursery. There is some partnership working with other providers to share information and the local schools are asked to visit the nursery before children attend. Staff have contact with the local authority to support children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	500096
Local authority	Manchester
Inspection number	908100
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	94
Number of children on roll	83
Name of provider	Falah Al Khafaji
Date of previous inspection	04/08/2009
Telephone number	0161 740 1777

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

