



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 253801

DfES Number: 512683

INSPECTION DETAILS

Inspection Date	04/11/2004
Inspector Name	Jackie Nation

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Happy Hours Days Nursery
Setting Address	Straits School Milton Crescent, Lower Gornal Dudley West Midlands DY3 3EE

REGISTERED PROVIDER DETAILS

Name	Ms Julie Elcock
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Hours Day Nursery opened in 1989 and is situated in self-contained accommodation within the grounds of a school in the Lower Gornal area of Dudley. There are three rooms in which children are based depending on their age, babies, toddlers and pre-school. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 80 children aged from birth to under 5 years on roll. Of these 35 children receive funding for nursery education. Children come from a wide catchments area.

The nursery supports children with special educational needs and children who speak English as an additional language.

The nursery employs 22 staff. Thirteen of the staff, including the managers hold appropriate early years qualifications. One member of staff is working toward a qualification.

How good is the Day Care?

Happy Hours Day Nursery provides good quality care for children.

The environment is welcoming and friendly to children and parents. All aspects of the provision are well organised and effective use is made of space and resources. Children benefit from consistent routines for sleeping, playing and eating. Good deployment of staff ensures children are well cared for. All required policy documents are in place and shared with parents. However, written consent from parents to seek emergency medical treatment has not been obtained.

Most aspects of safety are addressed, any safety concerns identified are immediately rectified by staff to make sure risks to children are minimised. Some attention is required to the outside play area and children's access to the steps.

Children learn about good health and hygiene through daily routines. Children's individual needs are discussed with parents and all children are treated with equal concern. Staff have a good knowledge of child protection procedures and know who to contact if they have any concerns.

Children are involved in a varied range of activities which are appropriate to their age and stage of development. Children participate enthusiastically in activities, they have opportunities for choice and are able to play imaginatively and creatively. Good use is made of the outdoor play area and walks around the nursery. Staff have a warm rapport with the children and interaction is good. Children are well behaved, they get on well together and are encouraged to share and take turns.

There is good partnership with parents and staff endeavour to keep parents well informed. Staff record information about children's day to day care and staff are available to talk to parents at arrival and collection times.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff work well together providing an organised and structured routine to support children's care and learning.
- Staff ensure that children who attend the setting are comfortable and well cared for.
- The environment is warm and welcoming and staff build positive relationships with the children.
- Children are provided with a range of activities which promotes their learning in all areas of their development.
- Staff establish good relationships with parents and they share information daily. Parents receive newsletters and they are aware of the settings policies and procedures.

What needs to be improved?

- the arrangements for preventing children's access to the steps in the outside play area
- the procedures for obtaining written consent from parents to seek emergency medical advice or treatment.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Request written permission from parents for seeking emergency medical advice or treatment.
6	Ensure the outdoor area is made safe by preventing children's access to the steps.

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

How effective is the nursery education?

Happy Hours Day Nursery provides very good nursery education for children enabling them to make very good progress towards the early learning goals.

Teaching is very good in all areas. Staff have a sound knowledge of the foundation stage and plan an interesting and exciting range of activities that help children to learn. Staff manage children's behaviour well and have high expectations, setting clear boundaries for the children. Staff encourage them to take part in the many practical activities that extend and challenge children appropriately. Staff use assessment records to identify the progress children are making using day to day observations and evaluating key activities. The formats for recording this are not consistently used in each child's development profile. This does not have a significant impact on the planning for individual children as the staff know the children well.

The key strengths in many areas of learning are due to the staff's understanding of how children learn effectively through practical, child-initiated activity. They engage the children in conversation and foster their self esteem through praise, encouragement and valuing their individual efforts and achievements.

Leadership and management are very good. There are two managers who are both supernumerary ensuring a good level of support is available to cover staff absences and meet with parents. The educational programme is suitably evaluated through regular team meetings, evaluation sheets and information from parents.

Partnership with parents is very good, there are strong and positive relationships with parents. They take part in many social events and fund raising activities developing a sense of partnership and involvement in their child's learning environment. Opportunities are provided for parents to speak with their child's family group worker at any time and information about their child's routine is exchanged on a daily basis.

What is being done well?

- Children develop their listening and memory recall skills through activities such as 'I went to the shops and I bought...' They remember their own items and assist younger, less able children to recall the objects 'purchased'.
- Children develop a sense of time and place as they plot simple maps detailing their routes to and from the local shops and discuss their recent summer holidays in various parts of Britain.
- A wide range of festivals are celebrated with children taking an avid interest in the art and craft activities and parties that are held to support some of the usual celebrations.
- The owner takes a positive lead in attending some of the training courses

available to the staff. This enables her to be keenly aware of staff skills and strengths when observing their practice prior to appraisals.

- Staff are intuitive in assessing when to actively engage with children's play and when to allow children to conduct activities under their own direction. This is supported by the effective layout of the room and children's free access to a wealth of resources.

What needs to be improved?

- consistency in the methods and formats used for recording the assessment of children's progress that effectively identifies the differences in planning for individual children;
- the level of written information for parents regarding the foundation stage including information on how they can be actively involved in helping their children's progress to the next steps in their development.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. The key issues involved improving opportunities in maths, writing and creative activities to problem solve and produce original work; improving the selection and presentation of resources and books and providing parents with relevant information on the foundation stage curriculum.

Children now have a wide range of opportunities for practising writing as part of their daily routine such as writing their own names on art work, completing workbooks as well as making shopping lists and creating menus in role play. The effective storage of the resources enables children to make choices about the materials they wish to use particularly in art and craft. Mathematical problems are incorporated into everyday routine as they calculate the number of chairs needed for snack time, measure the growth of sunflowers, weigh and measure ingredients for cookery activities.

Parents are introduced to the foundation stage through a specific parents evening just before their child starts in the preschool unit. They are given verbal information about the early learning goals and are shown a copy of the developmental profile that will be completed for each child. Displays in the room indicate the links between different activities and how children learn through their everyday routines and activities including references to cross learning. Newsletters inform parents of the current topic to be covered although it does not indicate how parents can become actively involved in this for example bringing objects in, related to the topic or using key words with their children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are actively involved in their learning as they enter the room and immediately settle to purposeful play. They make choices about their learning and play, selecting resources and activities freely, developing their independence. They behave very well, aware of the boundaries developing an awareness of the consequences of their actions on others. They share and take turns, forging positive friendships with adults and each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak clearly and fluently as they chat with staff and other children about their experiences. They think about what they are doing and are developing an understanding of predicting and anticipating outcomes such as when going on a bear hunt. They understand the written word carries meaning as they refer to the variety of labels and captions around the room, some of which the children have written. Many more-able children write recognisable letters that are correctly formed.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have regular opportunities to count in their daily routine as they line up for outdoor play and prepare for snack time with chairs and cups. many children count beyond ten with confidence using the many number labels displayed around the room. They use a variety of equipment to reinforce their concept of volume, weight and capacity such as spring and balance scales as well as buckets and jugs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about life cycles of animals and plants through practical activities such as gardening and looking after snails they discover in the garden. They access tape recorders and headphones under their own direction and operate them with skill and knowledge of how things work. Cookery and some messy play activities inform children of the changes that occur when different actions are applied to various materials developing their scientific skills.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and safety. They pedal bikes well, negotiating appropriate pathways skilfully. They use one handed tools well, demonstrating good cutting skills and holding pencils with increasing control. They understand the effect that exercise has on their bodies discussing the merits of eating healthily to make them 'big and strong'. they develop their independence in putting on coats for outdoor play and in dressing-up activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have good opportunities to explore texture, colour and shape in their environment such as leaves, feathers, snow and ice. They use a wide variety of materials including dough, pastry, shaving foam to discover differing properties. They name colours confidently and experiment with mixing colours to create new ones. Imaginative play is very good as children freely access resources engaging in role play, music and craft activities to express themselves.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- there are no significant weaknesses to report but consideration should be give to improving the following:
- consistency in the methods used for the assessment recording of children's progress that effectively identifies the difference in planning for individual children's levels of ability and understanding
- provision for parents of more written details about the foundation stage that includes information on how they can become actively involved in their child's learning linked to the assessment records and the next steps in their child's development.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.