



Happy Days Truro City

Inspection report for early years provision

Unique Reference Number	EY313724
Inspection date	11 April 2006
Inspector	Nicola Jayne Pascoe
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Registered person	Happy Days South West Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Happy Days Truro City is one nursery in a chain of nurseries run by Happy Days S.W. Ltd. It opened in 2005 and operates from purpose built premises adjacent to Truro College. It is situated in Truro, Cornwall. A maximum of 79 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 until 21:00 for 51 weeks of the year. All children share access to a secure enclosed play area.

There are currently 69 children aged from 0 to under 8 years on roll. Of these, 14 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs nine staff. Most staff have early years qualifications to NVQ level 2 or 3 and 2 members of staff are currently attending early years training. The setting employs an advisory teacher. The nursery receives support from the local authority, Pre-school Learning Alliance (PLA) and Kernow Association of Day Nurseries (KADN).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well as they benefit from following clear and consistent hygiene routines. Older children wash their hands regularly and at appropriate times, for example before snacks, meals and after messy play. Younger children and babies are kept clean by diligent staff, who follow rigorous hygiene practices, such as wiping children's noses and regularly washing their hands and faces. Children's awareness and understanding of why following such practices has a positive impact on their health, is enhanced through discussion and good examples set by staff. For example, babies making chocolate nests quickly learn that after licking a spoon or dropping it on the floor, the spoon must not be used again until it has been washed. Children have use of clean premises, toys and equipment. Children are provided with healthy and nutritious meals and snacks, which are supplied in sufficient quantities. Nursery food is stored and prepared in areas that are clean and hygienic. However, packed lunches provided by parents are not always stored appropriately. Fresh drinking water is readily available for all children throughout the nursery. Older children are able to help themselves and younger children and babies are offered drinks at regular intervals.

Children are able to play outdoors each day to enjoy fresh air and physical exercise. Older children run, jump, balance, ride bikes and play games outdoors. They use a large, level and secure designated outdoor play area, which provides an undercover section for all weather play. They move confidently and with control. Babies and toddlers enjoy plenty of floor space in which they may crawl, climb and roll. They move freely in a safe indoor and outdoor environment. Children's medication is stored appropriately and administered as required. Medication records are shared with parents. There is a sufficient number of staff who have completed paediatric first aid training. Accident records show that injuries are treated appropriately and that parents are kept informed. Suitable procedures are followed to care for sick children and prevent the spread of cross-infection. Children who feel unwell during their time at the nursery are monitored effectively and cared for sensitively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All children benefit from the use of a new purpose built nursery unit, which is child-centred, safe and secure. There are designated rooms for the different age range of children attending. These rooms are organised well to provide comfortable areas for children to rest and play. Toys and resources are readily accessible, as they are kept in low storage units, which are clearly and appropriately labelled. The premises are spacious and tidy, which enables children and babies to move freely and safely indoors. Visitors to the setting are monitored closely and there are appropriate systems in place to ensure that children are collected by authorised persons. Children transported by vehicle have use of suitable seats and restraints. Vehicle documentation is readily available for inspection.

Children and babies use age appropriate safety equipment to support their development. For example, babies sit in comfortable low chairs and with a secure harness. They use these for meals, snacks and particular activities which involve use of a table top. Sleeping babies are protected from harm through use of a locked half-door, which provides a secure and easily supervised sleeping area. Staff follow comprehensive risk assessments. The premises and equipment are checked daily to ensure they are safe for children's use. Children are protected from persons who are not checked for suitability. Clear child protection procedures are shared with parents and followed well by staff, who demonstrate confidence in their ability to identify, record and report concerns appropriately. Children, visitors and staff entering and leaving the premises are monitored effectively. Suitable emergency procedures are in place and children practise regular fire drills on a regular basis.

Helping children achieve well and enjoy what they do

The provision is good.

All children are happy, busy, interested and involved in a wide range of worthwhile and purposeful activities. Babies are included to their own level of ability, for example they are actively involved in making chocolate Easter nests. All children enjoy time to play individually and as part of a group. Staff offer good levels of support and interaction, praise and encouragement. Staff working with babies maintain high levels of eye contact and make effective use of facial expressions and gestures to reinforce children's surprise, wonder and enjoyment.

Children of all ages enjoy a broad and balanced curriculum of activities, which promote the stepping stones and the Birth to three matters framework. All children throughout the nursery follow the same planning, themes and activities, which are adapted to suit the varying ages attending. Staff who care for babies and younger children are confident in their knowledge of the Birth to three matters framework. A familiar daily routine is followed, which provides children with a sense of security. Children participate in enjoyable and age appropriate opportunities to play and learn. They freely access a wide range of toys and resources and are also actively involved in a varied range of planned, adult-led activities.

Nursery education.

The quality of teaching and children's learning is good. Children follow well planned routine activities, which promote specific areas of learning. They are able to develop their independence within the pre-school room, as resources and toilet facilities are freely accessed. Children are well behaved, polite and kind to others. They listen and concentrate well at group circle time. They are eager to share ideas, experiences and beliefs and explore the days of the week, special occasions and the weather. Children are actively involved in tidying away and setting out activities and snacks. They count confidently and regularly as part of daily routine activities. Some children are beginning to add and subtract.

Children enjoy regular planned opportunities to explore their own and different cultures. For example, St.Piran's day and the Chinese new year. They freely select books to read for personal enjoyment. They handle these carefully and use them correctly. However, there is no evidence that children routinely label their own work. Children's written work is not displayed. Children participate enthusiastically in a planned group activity to explore different letters. They quickly identify letters of their name and are able to select their name card to self-register at the beginning of the day.

Detailed planned activities provide a broad and balanced range of experiences across the six areas of learning. Children are sufficiently challenged and encouraged. However, there are ineffective systems with which to establish what children who are new to the nursery know, understand and can do on entry to the setting. Assessment records clearly demonstrate that children are making good levels of progress along the stepping stones. Realistic targets are set for children. Staff plan appropriate activities and provide suitable resources to enable them to develop these specific skills.

Helping children make a positive contribution

The provision is good.

Children separate from their parent/carer with ease. They are confident, settled and happy. They have formed strong and trusting relationships with staff and other children. Children follow familiar daily routines which foster a sense of security and belonging. Key workers ensure specific needs and preferences are identified, respected and met appropriately. Staff are good role models and children respond well to follow their examples. As a result, they are polite, kind and helpful. Children explore and celebrate their own and different cultures, beliefs and abilities through planned activities. However, they do not have free access to a sufficient range of visual aids or resources with which to promote a positive awareness and understanding of people's differences through free play. All children are fully included at their own level of ability.

The partnership with parents is good. Staff are fully aware of the importance of sharing information regularly with parents and of how this positively impacts on children's wellbeing at the nursery. Staff share good levels of information with parents verbally each day and also share records of achievements formally on a regular basis. The parent notice board displays useful information and a range of written

policies. A prospectus and newsletter are provided for all parents. Children's work is displayed to be enjoyed and viewed by parents. The nursery fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children are well cared for by suitably qualified and experienced staff. Staff are committed to further training and development. They are proactive in ensuring they deliver high standards of care and education for children attending the nursery. As a result, children are confident, settled and happy. They have formed strong and trusting relationships with staff and other children. A key worker system is in place and is effective in ensuring that children's individual needs are identified and met appropriately. Children benefit from the staff's ability to provide a well-organised and safe environment. All staff are confident and competent in their roles and responsibilities. The nursery follows robust recruitment and vetting procedures. Suitable contingency arrangements are in place to provide emergency cover. Clear registration systems are in place to show that adult to child ratio's are met. Children's records and nursery documentation is stored securely and is confidentiality maintained. Staff demonstrate an awareness of the importance of updating records regularly and of storing these records for an appropriate length of time. Support is welcomed from external agencies. An in-house training programme, parent questionnaires and staff appraisals are used to monitor and assess the effectiveness of the setting.

The leadership and management of the setting is good. The registered person sets clear directions, leading to improvements in the organisation of nursery education and the outcomes for children. The provision is managed and monitored effectively. There are good levels of support for staff and as a result they are confident and competent. The nursery promotes an inclusive environment in which every child matters. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children's packed lunches are stored appropriately
- extend the range of resources and visual aids which promote a positive awareness and understanding of people's different cultures and abilities

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- obtain information to establish what children know, understand and can do on entry to the setting, in order to assess children's individual abilities
- develop the promotion of purposeful scribing through daily routine activities and provide opportunities for children to share and value these skills with others

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