



## Happy Days

Inspection report for early years provision

<b>Unique Reference Number</b>	EY318288
<b>Inspection date</b>	29 June 2006
<b>Inspector</b>	Myra Lewis

<b>Setting Address</b>	24 Park Road, Coventry, West Midlands, CV1 2LD
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**Telephone number**

**E-mail**

<b>Registered person</b>	Goslings Day Nurseries Limited
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Happy Days Nursery opened in 1990 and with the current provider, Goslings Day nurseries Limited, since December 2005. It is situated in the centre of Coventry. A maximum of 35 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00 for 51 weeks of the year. All children share access to a fully enclosed outdoor play area.

There are currently 44 children aged from six weeks to under eight years on roll.

Children attend from the local and surrounding areas. Six children receive funding for early education. The nursery currently supports a number of children with learning disabilities and also a number of children who speak English as an additional language.

The nursery employs ten full and seven part-time members of staff. Of these, nine hold appropriate early years qualifications equivalent to National Vocational Qualifications level 3. The setting receives support from the local authority early years department.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is appropriately supported within the setting. Children stay healthy because the staff encourage them to learn the importance of hand washing before eating and after toileting, through the established daily routines. Children are encouraged to be independent and develop their self-care skills competently. Appropriate nappy changing routines are in place and have regard to children's personal care needs.

Children's health is further protected through the staff's knowledge of first aid and the observation of routine procedures, to ensure the risks of cross infection are minimised within the setting. A designated member of staff has the responsibility to ensure a well-stocked first aid box is maintained and accessible to all staff.

Children enjoy physical exercise and have opportunities to play outside each day. For example, children enjoy group activities with the parachute, and they learn to use the swings competently. Babies and young children rest and sleep according to their respective needs. Children's individual sleep patterns are clearly understood by staff, who offer children comfort and reassurance, therefore they calmly fall asleep as they feel safe and secure in their surroundings.

Children are provided with healthy and nutritious meals and have easy access to water throughout the day. All aspects of children's individual dietary needs are discussed and agreed with parents. Staff are aware of children's likes, dislikes and preferences. The nursery menus have been reviewed and improved, in consultation with the dietician and health visitor, to ensure children are provided with well-balanced meals. For example, meals consist of a choice of three vegetables such as broccoli, carrots and green beans. However, there is a weakness in the arrangements to transport meals to the upstairs play rooms and the provision of suitable utensils and plates at snack times. Children learn good manners and enjoy sociable mealtimes together and clearly enjoy their food.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a happy, caring environment. They are cared for in age appropriate groups where they are able to move freely and independently around the play rooms. Effective security systems ensure the safe arrival and collection of children is maintained. Their safety is further protected as the staff have taken appropriate action to identify and minimise hazards through risk assessment of all areas of the setting. However, there are minor aspects of safety that need attention.

Children have access to a range of age appropriate toys and resources, which are suitable for their purpose and safe for children to use. Toys are routinely cleaned and checked for safety. New furniture and equipment is well chosen and suited to the age and needs of children, and conforms to safety standards. Children are beginning to understand the boundaries in place to keep them safe. For example, children know they have to go up and down the stairs one at a time, holding the banister and must not push in case someone falls. Children are actively encouraged to help tidy away and understand the rules in place for their safety when playing outside.

Satisfactory fire evacuation plans are in place and practised with the children on a monthly basis. Staff have a clear understanding of the procedures and ensure an accurate record is maintained. However, the present route is unsuitable and may pose a hazard to children.

Children's welfare is further protected by staff's knowledge and understanding of child protection. Staff understand their role in sharing and recording any concerns they may have and to take necessary action, if they should be concerned. Therefore priority is given to children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and content in their surroundings. They have positive relationships with staff, who know the children very well and meet their individual needs effectively. The staff use the 'Birth to three' framework to provide appropriate activities to support young children's learning. Babies receive positive care from staff who spend their time holding, talking and playing with them. For example, babies and toddlers enjoy water painting outside and looking at books with a familiar adult. Toddlers enjoy a variety of activities such as construction, puzzles, dressing up, craft and painting activities and role play. Staff respond with genuine interest to children's questions and general conversations about their homes and families. Children are actively encouraged to make independent choices about their play and staff ensure they are purposely occupied throughout the day. They have sufficient toys and play activities but free play choices are more limited. Children are well-supported in all aspects of nursery life.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The staff have a sound understanding of the Foundation Stage and of how children learn. As a result children are making satisfactory progress in their learning. Activities are planned and linked to the stepping stones. Staff are aware of children's starting point as the

children progress through the nursery. Children's progress is monitored through ongoing observation and assessment. However, the routines are not used to extend children's thinking and learning and the overall organisation of activities, limits children's free play choices.

Children are keen to join in the activities provided. They are happy and form positive relationships with staff and other children, which builds their self-esteem and sense of belonging effectively. Children independence and self-care skills are developing well. However, less challenge is provided for older children. Children's language is good, they are able to engage easily in conversations with other children and adults. They use language effectively to express their needs and feelings, and staff use effective language to support children's thinking. They are learning to recognise their names through the self-registration system and their individual drawers and chairs are labelled to reinforce their understanding. Children have access to writing materials at any time. However, their location limits children's spontaneous writing opportunities. They enjoy stories and singing and join in with enthusiasm. They use and handle books appropriately, although they make little use of the book area during free play sessions. Children respond positively to number rhymes and are learning to count with confidence. Activities reflect a variety of opportunities for children to sort, match, and understand shapes. There are less opportunities to develop their understanding of calculation, adding on and taking away. The play room reflects print and numbers in the environment. Children can use the number and letter flash cards independently or with adult support. They are able to write or recognise some letters of their name.

Plans reflect a variety of different topics to support children's understanding of their environment and knowledge of the wider world. For example, they had grown sunflowers seeds, courgettes and tomato plants and watched them grow. The children had measured the sunflowers to see which was the biggest and they regularly water the plants when they play outside.

Children are developing their physical skills appropriately. They gain good control and co-ordination as they move confidently around the setting. They enjoy playing on the climbing apparatus. Children learn to climb up and slide down and are learning to use their legs to make the swing go higher. They are able to use a range of small tools, for example, scissors, glue sticks, pencils and chinks which they use appropriately. Children show a keen interest in technology and have access to the computer throughout the day. They use the mouse competently and can work through appropriate programmes to support their understanding of colours, shapes, numbers and letters with minimal adult support. Creative play is promoted through a range of different craft activities such as painting, collage, sand and water play. Children enjoy singing and action rhymes and join in enthusiastically together. They learn about their own culture and those of others, through discussion, planned activities and celebrations of different lifestyles. Displays of children's work is well-presented.

## **Helping children make a positive contribution**

The provision is good.

Children are valued and respected as individuals. They show care and consideration for each other and play happily together. Children's individual needs are discussed with parents in detail. Any specific requirements or information are discussed and effective communication established, therefore the special needs of children are recognised and met sensitively. Children have equal access to all toys and resources regardless of ability, gender or background. There are some good examples of positive imagery reflected around the room, through a variety of photographs, posters and books.

Positive behaviour is actively encouraged and children respond well to praise and encouragement for their efforts. Gentle reminders from staff are consistent and reinforce positive behaviour. Children are given clear explanations and reasons why, they are encouraged to share, take turns and play together. Therefore they develop a clear understanding of acceptable behaviour.

The children's spiritual, moral, social and cultural development is fostered. Children develop a kind and caring attitude to other adults and children through ongoing discussions and practice within the setting. Staff act as positive role models and actively encourage children to respect their differences.

Generally, open and friendly partnerships between parents and staff have been established. There is daily verbal contact to promote continuity of care for all children. Parents said they are pleased with the care provided for their children, who are happy and settled.

The partnership with parents and carers regarding nursery education is satisfactory. Information regarding planned activities are displayed, although consultation with parents about their children's learning and progress is limited.

## **Organisation**

The organisation is good.

Children benefit from being cared for by an established staff team who have a clear understanding of the needs of children in their care. The children are comfortable and at ease within their environment. This means they are confident to initiate their own play and learning.

Policies and procedures have been thoroughly reviewed and updated in consultation with staff to promote the welfare, care and learning of children. They are made accessible to parents and there are regular newsletters to keep parents well informed about the service provided and their children's activities.

The leadership and management of nursery education is satisfactory. The staff work together as a team and understand their individual roles and responsibilities. The management team are committed to improvement of the care and education of children in their care. However, there are weaknesses in monitoring and evaluating practice. Staff are actively encouraged to attend relevant training courses to strengthen their knowledge of the Foundation Stage.

Overall the provision 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 April 2004. 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.

## **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 satisfactory.

## **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 children have access to appropriate utensils and plates at snack times
- ensure all identified hazards are minimised and inaccessible to children, with specific regard to the garden and transportation of food
- revise fire evacuation procedures and comply with any fire officer recommendations

### **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):

- develop activities that challenge and extend more able children and make more effective use of the daily routines to maximise children's learning and play choices
- improve consultation with parents to share what they know about their children's learning in order to identify children's individual starting point of

learning and to inform planning.

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