



Happy Day Nursery

Inspection report for early years provision

Unique Reference Number	307150
Inspection date	22 November 2006
Inspector	Zoe Smith
Setting Address	Heath Road, Davenport,, Stockport, Cheshire, SK2 6JJ
Telephone number	0161 476 0767
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Registered person	Susan Knowles
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 Day Nursery was established over 35 years ago, the current premises have been registered since 1992. It operates from five rooms in a single storey, purpose built premises in the Davenport area of Stockport. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday from 07.30 to 18.15, throughout the year, with the exception of bank holidays.

The nursery is registered to provide full day care for 49 children. There are currently 80 children on roll, of these 10 are funded three and four-year-olds. The nursery is able to support children who speak English as an additional language and children who have learning difficulties and disabilities.

The nursery is privately owned. An appropriately qualified manager is employed to manage the day to day running of the nursery. She is assisted by a team of 17 staff, all of whom hold

relevant childcare qualifications. The setting receives support from an early years development worker and an advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from lots of fresh air and exercise and are encouraged to adopt a healthy lifestyle. With parental consent babies and younger children sleep outside. Children participate in a wide range of enjoyable and fun physical play activities both indoors and outdoors. These activities encourage children to develop good control and coordination over their bodies. They exert lots of energy as they enthusiastically run round, pedal tricycles and climb on the climbing frames in the nursery garden. Babies pull themselves to standing and use the sofa for support to practise walking. Children look forward to attending a weekly exercise session, which promotes health and fitness through good exercise habits.

Effective hygiene practices and routines are implemented to protect children from cross-infection and to help keep them well. The premises are warm and spotlessly clean. Staff who are responsible for food preparation have up to date training in food hygiene. The appropriate permissions and records are in place regarding accidents and the administration of medication to children. Most members of staff have up to date training in administering first aid. Children are starting to learn about hygiene and cleanliness. They wash their hands after using the toilet and before eating. Pre-school children learn how to clean their teeth properly and clean them every afternoon with staff supervision.

All food is cooked and freshly prepared on the premises. Children enjoy a varied and nutritious diet that includes plenty of fresh fruit and vegetables. An attractively presented fresh fruit platter is provided every day for afternoon snack. Children enthusiastically serve themselves from the platter and enjoy eating a wide variety of different fruits. Their individual and special dietary requirements are well catered for and they receive food and drinks in sufficient quantities to meet their needs. Discussions, activities and stories are used to help children learn about the importance of looking after their bodies. Children regularly enjoy food tasting, baking activities and colouring in pictures about healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and very well maintained nursery. Lots of effort has been put in to making the environment aesthetically pleasing, child friendly and stimulating. The décor is bright, fresh and clean, and posters and examples of the children's art work are displayed on the walls. A comprehensive risk assessment of the premises has been conducted which is regularly reviewed. Effective precautions have been put in place to minimise identified risks, these include covers being fitted to exposed plug sockets and climbing frames being placed on an impact absorbing surface. Daily safety checks are undertaken to identify any changes or risks, staff deal with issues immediately to ensure children are kept safe. Effective fire precautions and procedures are in place. Fire detection and fighting equipment is provided,

regularly checked and appropriately maintained. Regular fire drills are conducted to ensure children and staff are proficient in emergency evacuation procedures.

Through stories, discussions and activities the children are finding out about what is dangerous and how they can keep themselves safe. The road safety officer regularly visits to talk to the children. They dress up in police and crossing patrol outfits and practise how to cross the road safely. Children learn how to keep themselves safe on bonfire night and sing a song which reminds them never to touch or play with matches, lighters or fireworks. Children choose what to play with from a wide range of safe, good quality resources, which are appropriate to their age and stage of development. The younger children's rooms are airy and spacious. However, in the blue and red rooms space is more limited and large furniture takes up valuable floor space. This is limiting the children's scope for free movement and well spaced out activities. The safety and protection of children is of utmost importance to staff. They have a good understanding of child protection procedures, are well deployed and vigilantly supervise children.

Helping children achieve well and enjoy what they do

The provision is good.

Play and activities are planned using a thematic approach. Staff have a good understanding of the 'Birth to three matters' framework. They use their knowledge to plan a wide variety of age appropriate play and learning opportunities. This ensures children make good progress and achieve the milestones in their development. Toys and activities are changed regularly to help maintain their interest and enthusiasm. Positive adult and child interactions are encouraging children to become skilful communicators. Children love looking at books and listening to stories, joining in action rhymes and singing sessions. These activities are helping them to listen, respond to language and build their vocabulary. Children enjoy building with very large bricks, carefully fitting and manipulating the bricks into place to make boxes and towers. Babies and younger children enjoy playing with musical instruments and activity centres. They bang and shake the instruments, press buttons and turn knobs, watch what happens and listen to the sounds they make.

Children particularly enjoy imaginative and make believe play where they actively use gestures and imitate actions. They become engrossed in their play, dressing up, washing and drying their own and the dolls' hair and making snacks and drinks in the play kitchen. Children have opportunities to explore a good range of sensory, messy and creative activities, such as sand, paint, water, cutting and sticking. They enjoy playing in the sand, enthusiastically raking the sand and digging with the spades. Children savour the touch and feel of the sand as they squeeze it and let it flow through their fingers. They spend lots of time happily spreading plenty of glue onto paper, and then with staff encouragement they stick brightly coloured paper onto their paper. However, opportunities to explore malleable play materials are not provided frequently enough. Babies have opportunities to explore natural products when they investigate the contents of treasure baskets.

Nursery Education

The quality of teaching and learning is good. There is an effective method of monitoring children's learning, achievements and progress. Children's learning is well supported and

promoted by staff. They have a very good knowledge of individual children's abilities and the Foundation Stage. Children's next steps are effectively planned for to ensure teaching builds on what they already know. If a child finds an adult led activity too simple, it is adapted to make it more interesting and challenging. Activity plans reflect a broad range of enjoyable, interesting and challenging activities across all the six areas of learning. However, during transition times children sometimes have to spend too much time waiting before the next activity starts.

Children have good relationships with their peers and staff; they are responsive to each other and constantly talk to each other. Children are developing good self-help and independence skills. They attend to their own personal care, set the table, serve themselves fruit and vegetables and clear their own crockery and cutlery away. Children are able to maintain their attention and concentrate when they listen to stories or find activities challenging. They sit and wait patiently and quietly until it is their turn to do something.

Children's spoken language is developing well and they are becoming confident speakers. They initiate conversations and recollect events that have happened at home. Children make very good use of and are developing a love of books, they sit on their own to look at books and listen intently to stories read by staff. Children have a good understanding that print carries meaning and are beginning to develop early writing skills. They make marks and recognisable letters as they write in the writing area, put their name on pictures and make labels for wall displays. Children are beginning to recognise letters and to learn the different letters sounds. They look round the room and confidently name objects that begin with the letter of the week.

Children show an awareness of and take a keen interest in counting and number activities. They enthusiastically join in and sing counting rhymes and songs, such as five speckled frogs. They are encouraged to count and solve simple mathematical puzzles. Children can count competently, some to 20 and beyond. They take it in turns to help take the attendance register, count money in the shop and know how many children can play at an activity. Children compare groups of objects and show an interest in calculation. They sort shoes out into pairs, find shoes in different sizes and measure each other's feet. Children use a range of mathematical language to describe shape, size, position and quantity. They talk about shoes being too big or too small. Children have opportunities to use and recognise numerals in everyday situations. Lots of number and counting posters are displayed throughout the room for children to see and use to support their learning.

Children have opportunities to learn about the life cycle of frogs and butterflies through activities and stories. They have daily access to computers and other programmable electronic toys and equipment. They are able to follow simple instructions and skilfully control the mouse when playing educational games on the computer. Children use a range of construction toys, tools and resources to design and make models. They draw pictures of what they plan to build using blue bricks and then set to work building their design. Children have opportunities to explore and investigate what happens, using a variety of resources that support their learning, such as magnifying glasses and magnets.

Children's physical skills are developing well through the use of a wide range of activities, equipment and frequent opportunities to play outside. They enjoy music and movement sessions

where they eagerly play instruments and move to the music they are making. Children play imaginatively in the role play area and express themselves using a variety of media during planned activities, such as 3D construction, creative materials and musical instruments. They use the feely box to explore and touch different textures of material, and then talk about what they have seen and touched.

Helping children make a positive contribution

The provision is good.

The children's spiritual, moral, social and cultural development is fostered. Children have access to a very good range of resources that provide positive images of diversity, such as books, jigsaws and imaginative play equipment. They participate in a wide range of activities that help them learn about their own and the religious and cultural beliefs of others. To find out about Eid-El-Fitr they made pictures of hands painted with henna and tasted traditional Asian foods and at Halloween they talked about pumpkins and used the seeds to make collages. This is helping children to learn about the wider world they live in and to respect and value differences. Children are encouraged to look after and care for others less fortunate than themselves. They fill shoeboxes with toys to send to children in other countries at Christmas.

All children are welcomed and play a full part at the nursery. The environment and activities are well organised to ensure the individual needs of children are met. Staff calmly support and help children to play nicely, share and take turns. Children are encouraged to follow the agreed eight points on how they should behave at nursery, such as being kind, taking care of resources and sharing. Children respond to meaningful praise from staff and behave well. They work well together to complete simple tasks and help staff. Two children carefully carry a storage container that is full of toys they have tidied up to the cupboard and put it away in the right place. Discussions and stories are used to help children learn what is right and what is wrong.

The partnership with parents is good. Positive steps are taken to ensure they are kept well informed about all relevant policies and procedures. Parents are greeted in a friendly, warm and welcoming manner. Discussions and a written daily information sheet keep them well informed about how their child has spent his or her day. Parents speak very highly of the nursery, relationships with staff, the information they receive on their child's development and the care provided. Questionnaires are used to regularly ascertain parent's views on the quality of care and to develop the service provided. Newsletters, notices, the nursery brochure and parents' evenings are also used to effectively inform parents about the care provided and the nursery curriculum.

Organisation

The organisation is good.

Children are happy and settled in the friendly and well organised environment. Staff are well deployed, they ensure all children are supported and receive individual attention. The key worker system is effective in enabling staff to get to know individual children well and to monitor their development. The nursery has a strong commitment to staff training and development. All staff who work with the children hold an appropriate early years childcare

qualification. Regular attendance on short courses enables staff to continually enhance their skills in specific subjects, such as child protection, music, heuristic play and behaviour management. The nursery works closely with an early years development worker and advisory teacher to help them continually improve the standard of care and education provided.

The leadership and management are good. The management and staffing structure is well established, and has a clear sense of purpose and direction. Individual staff members are pro-active in taking full responsibility for their additional roles and delegated responsibilities. Frequent team and planning meetings ensure staff work together, continually review, evaluate and develop practice. Every year the registered provider and staff identify and agree a new set of aims and objectives to help them improve the facilities and care provided. Amongst other things, this year they have developed outdoor play activities and refurbished the baby and toddler unit changing area.

All required records and documentation are in place, appropriately maintained and retained for inspection. Well developed policies and procedures are used to effectively underpin staff practice and the care provided. There is a very consistent and stable staff team at the nursery. Children benefit immensely from the consistency and continuity of care this provides. Robust recruitment, selection and induction procedures are in place to ensure the suitability of staff.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection three recommendations were agreed to improve the quality of care. Poisonous plants have been removed from the garden and laundry facilities are now inaccessible to children. This helps to keep children safe indoors and outdoors. The written behaviour management policy has been updated to include bullying. This ensures challenging behaviour is managed consistently by staff.

In respect of Nursery Education the nursery was advised to further develop their planning. Short term plans now reflect how activities are adapted to meet the needs of the differing age and ability levels of children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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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The quality and standards of the nursery education are good.

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):

- review the organisation of the blue and red rooms to ensure children have plenty of scope for free movement and well spaced out activities
- increase opportunities for children to use malleable play materials (also applies to nursery education).

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):

- review the structure of the day and organisation of activities to maximise the children's learning opportunities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk