



# Happy Days South West Limited Treloggan

Inspection report for early years provision

<b>Unique Reference Number</b>	EY279992
<b>Inspection date</b>	30 November 2006
<b>Inspector</b>	Brenda Joan Flewitt
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<b>Registered person</b>	Happy Days Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Happy Days Nursery at Treloggan is owned by Happy Days South West Ltd. It opened in September 1999 and operates from purpose built premises on the outskirts of Newquay, Cornwall. The accommodation comprises two activity rooms, one for babies and toddlers up to the age of two years, which includes a sleep area, and another room for two to five year olds. There are office and kitchen facilities within the unit. There is a fully enclosed area available for outside play. The setting is open each weekday from 07.45 until 18.00 for 51 weeks of the year.

A maximum of 26 children may attend the nursery at any one time. There are currently 46 children aged from birth to under five years on roll. Of these, 15 children receive funding for early education. Children come from the local area and attend for a variety of sessions. The nursery supports children with special needs.

The nursery employs six staff to work with the children. All members of staff, including the manager, hold appropriate early years qualifications. Two are currently working towards further qualifications. The setting has achieved an Investors in People Award and the Cornwall Early Years Development and Childcare Partnership's For One Child and All Children quality assessment award.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's healthy lifestyle is promoted well. They have daily fresh air and exercise. Staff plan outside activities which link to all areas of learning. Primarily children develop skills using large muscles as they use equipment such as a climbing frame, wheeled vehicles, and tyres on which to balance. Children become competent in manoeuvring tricycles, stopping and starting and avoiding obstacles. Children make choices from a good variety of nutritious snacks and hot meals. All children like to choose from foods such as fruit, raw vegetables and cereals at snack time. For example, a one-year-old asks for more orange, she is encouraged to say 'thank you' and replies immediately with a gesture she has learnt from staff, then she enjoys biting the flesh from the peel. Children can drink whenever they are thirsty as the resources are made readily available to them. Meal times are a social occasion when children and staff sit together engaging in conversation and learning from each other. Children learn about foods that are good for them through topic work and discussion. Babies' routines are discussed with parents and respected, so that they eat and rest as individual needs require.

Children are cared for in a clean environment where they learn good procedures for their own personal hygiene. From an early age they wash hands before handling food, as routine. The older children use the toilet facilities independently as they are easily accessible from the main activity room. Children are protected from the spread of infection through the staff's consistent procedures which includes a hygienic nappy changing system, and providing liquid soap and paper towels for hand washing. There is a clear sickness policy which informs parents that children must not attend if they have an infectious illness.

Children's accidents and medication are well managed. There are always at least two members of staff with current first aid training on duty. The first aid equipment is easily accessible and the relevant records are completed accurately.

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

The provision is good.

Children play in safe and secure premises where hazards and risks are identified and minimised. Staff put methods in place to help prevent accidents, such as guards around heaters, the safe storage of hazardous substances and safety gates to prevent children accessing unsafe areas. The effective security system means that children are protected from uninvited visitors and cannot leave the building unsupervised. Children move around in safety as they choose their activities. Staff help children to be aware of their own safety. For example, they remind children to stand away from hot dishes of food as they are brought in to the kitchen, or how to use

cleaning equipment safely. Sleeping babies are protected well through the physical check staff carry out every ten minutes.

Children use a range of equipment to keep them safe while eating, sleeping and as they play. For example younger children are strapped in to low chairs at meal times, or booster seats if they join the older children to allow them to be safely included at the table.

Children learn what is expected if they must leave the building in an emergency. They are involved in regular fire drills which includes various scenarios and discussion. Their understanding is promoted further through a planned visit from the fire brigade.

Overall, staff have a good understanding of safeguarding children and recognising signs of possible abuse. There are clear procedures to follow with concerns and comprehensive information for reference. Existing injuries are recorded as routine. All this contributes towards the children's safety and welfare.

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

The provision is good.

Children throughout the nursery are happy, settled and secure. They enjoy the time they spend at Happy Days, making good relationships with staff and each other. They are cared for in an atmosphere where they are encouraged to be respectful and kind to others. They play and learn in a welcoming and friendly environment which is bright, colourful and stimulating. The rooms are organised effectively to enable children to access a good range of play provision and make choices for themselves according to their age and stage of development. For example, in the pre-school room, children freely access art, craft and writing materials, messy play, books, construction, a computer, role play resources and maths equipment. Staff in the pre-school room are fun and sometimes exuberant. While most children re-act positively to the excitement, there are times when the noise level is high and activities are hurried. Consequently, some children become overwhelmed and lose the focus on their activities.

The baby room is thoughtfully designed to encourage younger children's physical development, independence and awareness of who they are. Staff are using the Birth to three matters framework well to provide a good range of experiences that promote progress in all areas of children's development. They use regular observations to inform the assessment records and identify each child's 'next steps'. The younger children explore and investigate a wide variety of objects and materials using their senses. For example, one-year-olds are fascinated as they investigate paint. They brush colours onto their hands and feet, make prints on paper then swirl and mix colours together. Washing themselves clean with a bowl of water seems to be just as much fun. They concentrate well on tasks such as placing wooden pegs onto a circular cardboard tube, completing it to their own satisfaction.

All children are encouraged to practise independence in practical skills. This is particularly good at meal times. The younger children are using spoons with increasing competence to feed themselves. The older children serve themselves and are developing skills in using knives, forks and spoons and pouring utensils.

Children's transition from the baby room to the pre-school room is made smooth as the younger children sometimes join the older children for activities such as lunch time and outside play. Children who are due to move on make regular short visits so that they become familiar with staff and the different environment.

#### Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and use this to plan a broad range of activities and experiences to help the children develop in all areas of learning. Children are making good progress in their learning. Staff make regular observations of children's achievements and use these to inform the planning for their next stage. Children are often encouraged to solve problems within their everyday activities, and the positive support from staff contributes towards their understanding and developing their existing knowledge and skills.

Children are developing an increasing sense of number through planned and every day activities. For example, they regularly count how many children are present in the group, and work out how many cups and plates are needed as they help lay tables for lunch. Children choose various activities that help them learn about shape, space and measure including puzzles, shape sorters and weighing scales. They often hear staff talk about size and shape during purposeful conversation. Most children use language well to communicate. They are confident to initiate conversations with adults and each other, and talk about events in their lives in group situations as well as one-to-one. They practise saying hello to each other in different languages such as French and Spanish. Children start to recognise their written name through daily activities like self-registration and finding name labels at meal times. Some children are forming recognisable letters as they write their names on their work or during play. For instance, a child spontaneously selects paper and a pen from the writing table, writes her name then proceeds to complete the 'register' which is then displayed on the wall. Children enjoy books and stories, they select books to look at individually and listen well to stories in a group, joining in with familiar phrases.

Children become aware of time and changes in nature as they grow their own vegetables in the garden, helping to plant, water and harvest. They then enjoy preparing and tasting the produce they have helped to grow. Children have daily access to technology. Some are becoming skilful in using a mouse to move images on a computer screen. Sometimes they record their own voices and then enjoy listening to them played back at group time. However, this activity sometimes drowns out quieter activities. Most children like to sing familiar songs such as 'five little men in a flying saucer' and join in the relevant actions. They are keen to learn new songs to sing at the 'Christmas production'. They express their ideas freely as they paint pictures at the easel, or create models and collage at the craft table. Most children move around with confidence and coordination, showing an awareness of others as they choose their activities. They are involved in music and movement sessions where they develop an awareness of their bodies and changes that happen after exercise. Children use a wide range of large and small equipment that encourages physical development. This includes everyday tools like cutlery and jugs at meal times, paintbrushes, pens, glue spreaders and scissors as they create art work, and pegs and threading equipment.

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

The provision is good.

Children are treated as individuals. Staff get to know children well through effective communication with parents, observations and through positive interaction as they support the children's activities. Children with special needs are supported appropriately. The Special Educational Needs Coordinator (SENCO) liaises with parents and other staff to help all children to be included and access all activities. Children develop a strong sense of belonging and being part of community. From an early age, children love to look at photos of themselves, family and friends displayed in the nursery. For example, one-year-olds excitedly point to pictures of 'Mummy' on the wall and confidently identify other members of the group. Older children take home the nursery toy 'Fred Frog' and enjoy hearing about his experiences in different homes as staff read out his 'diary' at register time. They start to learn about the wider world through displays, discussion and by exploring festivals. For instance, during Diwali children took part in craft activities, listened to Indian music and tried a spiced fruit salad.

Children behave well. They know the routine and are co-operative. Most children like to help tidy away play equipment. They respond positively to being given tasks of responsibility such as preparing the tables for meal times. All children are encouraged to display good manners and copy the good example set by staff. They receive lots of praise and encouragement for their effort and achievements which helps build children's self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the staff's positive relationships with parents. Staff make themselves available as children are delivered and collected to exchange information. Two-way diaries are completed for the babies, which record activities, food, rest and nappy changes.

Partnership with parents is good. Parents receive useful information about the setting by way of a prospectus, notices displayed, regular newsletters and easy access to policies and procedures. Parents are included in completing information forms that record children's starting points as they start the Foundation Stage. They are well informed of their child's progress. Parents can see their child's assessment records on request and are invited to formal parents evenings twice a year.

## **Organisation**

The organisation is good.

The staff communicate consistently and work well together as a team. This means that the structure of the day runs smoothly, therefore children know what to expect and settle quickly. There are clear staff recruitment procedures which ensures that staff are suitable to work with children. The effective staff induction means that staff are knowledgeable and implement the policies and procedures that contribute towards the children's care, learning and play. All the required documentation and records are in place, well organised and completed accurately. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. There is a clear management structure within the company and the nursery. The nursery has clear aims for improvement which involve all staff who work

within the setting. For example, there are plans to enhance the outside area to incorporate all areas of learning and improve the garden. There are strong links with the adjacent school. Some children are escorted to and from the nursery as they attend the school provision. They feel comfortable to join the nursery children in the afternoons where the building and people are familiar. There are generally good systems in place to monitor the effectiveness of the staff. These include regular visits by operational managers, and half-yearly appraisals which help identify any areas for development. Staff are well supported in training to develop their roles.

### **Improvements since the last inspection**

The last inspection recommended that the temperature of the hot water in the hand basins was made safe for children and the seats on the children's toilets are hygienic and safe.

Children's safety has improved as the hot water temperature is thermostatically controlled and the toilets are kept in a safe and hygienic condition through regular cleaning and maintenance.

The last nursery education inspection recommended: that the programme for assessment was developed and used to plan for individual children's future learning, particularly for children who learn more quickly; that opportunities for children to initiate and develop their own imaginative and creative ideas during art and craft activities was increased; and to extend opportunities for children to calculate and to solve simple mathematical problems as part of the daily routine.

The assessment system is used effectively to identify each child's stage of development and is used to plan for their next step. The resources, including art materials, are arranged well to encourage children to make choices for themselves and extend their own play and learning. Staff regularly ask purposeful questions to encourage children to solve mathematical problems during daily activities like laying the table.

### **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.

## **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 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 general noise level and organisation of some of the activities in the pre-school room, so that all children feel confident and are able to focus well on activities (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):

- make improvements as indicated in the care section above.

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](http://www.ofsted.gov.uk)