

Happidayz Nursery

Inspection report for early years provision

Unique Reference Number	403395
Inspection date	25 July 2007
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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?

Happidayz Nursery is a privately owned nursery which opened in 2000 and is situated in the Masborough area of Rotherham, in a converted social club and school. Children come from the local community and surrounding areas. There are six playrooms on two levels, used by the nursery, with two additional upstairs rooms for after school care. Secure all-weather outdoor play space is available for children's use, with access to toilets, kitchen, office and storage space.

A maximum of 108 children aged birth to eight years may attend the nursery at any one time. Of these, not more than 21 may be under two years. The nursery is open Monday to Friday, all year round, from 08.00 to 18.00 and children attend for a variety of sessions. There are currently 121 children on roll, of these, 45 receive funding for early education. The nursery supports children with learning difficulties and English as an additional language. The nursery has an after school club, which collects and delivers children to up to four local schools. The club operates Monday to Friday 15.00 to 18.00 during term time and 8.00 to 18.00 during school holidays.

There are 27 staff employed to work with the children on a full and part time basis. Of these, 23 hold a recognised early years qualification and four are working towards qualifications.

The nursery is a member of the National Day Nurseries Association and Kid's Club Network, and receive support from an outreach worker and teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enthusiastically enjoy a broad range of activities that contributes to keeping them healthy. They have fun playing outdoors as they chase around, climb and use their imagination. Children confidently pedal bicycles and park them in the appropriate numbered place in the outdoor play area. They balance on mini stilts, throw and catch balls with increasing skill. Children excitedly take part in a parachute game, listening intently to the story by following instructions about being the sunshine and wind, as well as counting and recognising numbers. They manage internal steps with care, manoeuvre around obstacles and find a space to play or sit down to listen to stories. Children carry toys and equipment around the nursery with increasing care, for example, balancing cups, plates and play food on trays as they serve out meals to friends and visitors. They effectively manipulate small tools, such as scissors, pencils, paintbrushes and cutters to build their fine motors skills. However, they are not routinely involved in helping cut and prepare fruit for snack, pour their own drinks or serve themselves at meal times. Children have fun making play dough and then squeezing and moulding it to make shapes and models.

Staff plan many opportunities for children to talk about being healthy, through the use of projects and planned topics, such as tasting different fruit at snack time. Older children at the out of school and holiday club have made a display of healthy foods that are good for us, as part of their theme about keeping healthy and their 'five a day' project. Children demonstrate a good understanding of a healthy diet, as staff talk to them about healthy eating as part of the daily routine. They recognise their likes, and dislikes as they choose fruit from the wide selection offered. The children enjoy social snack and meal times, where they can sit together around small tables, chat and share news. Snack is served on a rolling programme where the children choose when and what to eat in small groups. Staff consider children's dietary needs when planning meals and snacks and alternatives are provided. Some children bring packed lunches dependant on parental choice and children's individual tastes.

Children are cared for in a warm, clean environment, where effective methods ensure they develop a broad understanding of personal hygiene, such as hand washing before eating and after messy activities. Children are starting to understand that they wash their hands to remove germs. Well-organised systems are in place to promote the children's general health, for example, accident and medication recording, and all staff hold a current first aid certificate, which is regularly updated as part of the nursery training plan.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where all risks are minimised, due to daily safety checks being conducted. Staff make creative use of all areas of the nursery to allow the children space to make choices and extend their independence. Children confidently move

around the premises both indoors and outdoors, choosing what to play with. They make active choices as they learn how to keep themselves safe, due to staff sensitively reminding them of agreed practices. Children understand the need to take care as they climb the internal stairs and keep all four legs of their chairs on the floor so as not to tip over. Effective use of displays, children's work and planned activity areas, enable the children to enjoy a fun environment and develop their independence. Local walks, topics and discussions remind children how to keep safe when crossing roads and consolidate their understanding. Outings to a theme park are recalled with enthusiasm as they talk about climbing on large apparatus with care and taking care on the rides. Effective monitoring of access to the premises ensures they are safe and secure. Accurate recording systems are in place to monitor staff and children's attendance. All visitors to the setting are required to sign the visitors' book on arrival and identification is checked.

Children actively make choices of what to do and where to play, from the broad range of easily accessible resources. Well-planned areas for all ages allow space to be quiet, use their creativity, extend their imagination and develop their play. Children benefit from free access to well resourced craft workstations, where they can choose from a wide selection of materials to pursue their individual interests. They access a fun outdoor play area as part of the daily routines, where they can explore and have fun, for example, taking dolls for a walk, digging in the sand and riding bicycles.

Secure procedures are in place to support good practice, as all staff have completed in house basic child protection training. A senior member of staff has attended the Local Safeguarding Children Board training, demonstrating a good understanding of her role. All staff receive in house training to update them on new legislation and ensure they have a clear understanding of the roles and responsibilities. Effective systems are in place to ensure children are kept safe, as the staff understand their role in protecting children and use this information to promote the children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at nursery and make good progress in all areas of development, as knowledgeable staff plan interesting activities and fun experiences to motivate and stimulate them. Effective use of the 'Curriculum guidance for the foundation stage' and the 'Birth to three matters' framework, ensures they provide good quality care and education. Children are well settled, happy and secure as they undertake an interesting variety of stimulating activities with enthusiasm. Children of all ages actively make choices of what to do by selecting toys and equipment that builds on what they know to extend their experiences.

Children demonstrate good independent skills as they successfully plan their own time and make decisions about what to do, for example, choosing between creative play and using their imagination in the small world garage. Out of school children plan role-plays in the hairdressers, whilst the younger ones act out dressing up in the home corner. Children show interest and curiosity in all around them, as they confidently move from activity to activity with friends. Older children engage visitors in conversations with confidence, whilst young babies show interest and bring toys to play with. Children actively seek the support of staff to help find chosen resources or to join in their game, for example, making drinks and meals in the home corner or offering build blocks to help with a tower. Children establish very good relationships with staff and children alike, as they confidently seek friends to play with and involve adults in their discussions. They recall birthdays and talk about going to 'big school' with enthusiasm.

Staff consistently respond to the children's individual needs, making changes to activities in response to their ideas and suggestions. The children are encouraged and supported to try out new skills and solve their own problems, for example, working out how to stop their tower of bricks from falling over. Effective use of observations and staff's knowledge of the children, enables them to build on what they can do to extend activities at the child's own pace.

Young babies are cared for in a warm, secure and sensory environment where their individual needs are responded to effectively. They explore their surrounding both indoors and out with increasing interest and curiosity. Young children enjoy tactile experiences, such as throwing shiny shredded paper and explore natural materials including leaves, pebbles and bark, as they giggle and laugh together. They enjoy spooning salt mixed with glitter into dishes and have fun squeezing and moulding play dough. Sensitive staff offer cuddles and reassurance to help children settle into a new environment. Older children attending out of school and holiday care suggest activities for the staff to resource, and plan their own time well. They enjoy playing snooker, following games on the computer and dancing to music. Children actively choose what to do as they have space to relax and use their natural creativity to make clay models.

Nursery Education

The quality of teaching and learning is good. Experienced staff demonstrate a good knowledge of the Foundation Stage to ensure that children progress well in all areas of development. Children are interested and motivated to learn through well-planned and spontaneous activities and experiences, which challenge and extend them. They have free access to a variety of tools and materials to build simple and more complex models, and demonstrate good levels of concentration as they work towards planned outcomes. Children enthusiastically extend their imagination as they make up stories in the home corner and use small world animals in the farmyard. Effective use of books support activities and help extend the children's thinking, for example, staff reading a farm story for the children to act out.

Children have free access to well resourced craft workstations throughout sessions, where they can use their natural creativity to build, design and explore. They have fun mixing paints to make different colours by carefully adding water to powder paint, swirling patterns in foam to make shapes, letters and numbers and create models using play dough. Children listen intently to what each other has to say at register time and in groups, sharing experiences and talking about home, family and recalling nursery outings with enthusiasm. They are confident speakers as they discuss what they saw at the theme park and who played with what. They chatter excitedly about dragons and dinosaurs as they draw pictures of what they saw there. Staff are very interested in what the children say, they listen intently, consistently offering support and suggestions to enhance their experiences. They ask questions to further conversations, as they talk about going on a coach and taking sandwiches for a picnic.

Children are very confident, engaging well with each other to welcome visitors, sharing their achievements and negotiating roles in games. They play well together and alone as they enthusiastically progress their ideas. Behaviour is very good and reflects the staff's high expectations. Children take turns and share, learning how to manage their own behaviour and respect for others. They enjoy learning about the lives of others through topics, visitors and planned activities. Children learn about growth by planting seeds and bulbs. They enthusiastically talk about the weather as they play, telling each other that 'it's thundering in town' and 'it's raining hard'. They competently use modern technology as they play games and draw pictures using the computer.

Children learn about number and problem solving through daily activities, counting and sorting as part of daily routines. At group time, they sing and play ring games. They see how many children can play in each area, talk about size when using play dough, and when singing work out how many are left when one is taken away. Children confidently use mathematical language talking about colours and shapes when building. They have fun making patterns in paint, foam and sand and using textured materials to make collages.

Well-organised observation systems are in place that effectively monitor the children's progress. Staff complete regular observations based on the stepping stones to assess where the children are at and plan the next steps. Children successfully undertake a wide range of focused and freely chosen activities, with staff responding and making changes to incorporate the children's ideas and suggestions. Staff demonstrate a broad knowledge of the early learning goals, and use this to plan a challenging and interesting curriculum that includes all areas of learning. Open-ended questions are effectively used to extend children's language, develop their thinking and value what they say, for example, when drawing pictures of their outing to the theme park staff ask what they saw and what they liked best. Well-presented displays of the children's work successfully contribute to promoting their self-esteem. The nursery is developing photographic evidence to support staff to demonstrate how children learn and progress. The children enthusiastically recall events and activities as they look at memory books.

Helping children make a positive contribution

The provision is good.

Children build strong and respectful relationships with adults and children alike; they make friends easily and seek them out to play, welcoming friends with smiles and hugs. The children demonstrate good levels of self-esteem, as they confidently ask questions, are active in making choices and are warmly welcomed by sensitive and caring staff. Staff value the children's individuality and support them to learn and progress by offering consistent praise and encouragement. Children are reminded to share and take turns when playing games, using tools in play dough and making drinks for each other in the home corner. Meaningful activities help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Children enjoy exploring on local walks to broaden their knowledge of the local community. They excitedly recall these outings as they look at pictures together and with adults. Out of school children enjoy visits further afield during the holidays.

Books, toys and pictures promote positive images around the setting. Staff and children share their home experiences with each other as part of planned and spontaneous activities. Children's behaviour is very good and reflects the staff's high expectations. Children understand consistent boundaries, demonstrating care and respect for each other. They share, negotiate and take turns when playing games and using equipment, for example, when waiting for room at the snack table, taking turns when playing the parachute game and listen with interest to what each other has to say when discussing outings. Staff role model good practice by showing care and consideration for others, for the children to imitate and develop their skills. Out of school children negotiate their own club rules and set agreed boundaries. Children with learning difficulties are well supported by nursery staff and other professionals. Staff offer individual group times and effectively use learning plans to ensure they achieve their potential.

Partnership with parents and carers is good. Staff consistently keep parents well informed about what the children are doing at nursery, sharing information on a daily basis at the beginning and end of sessions. Parents receive regular updates of where their children are at and what they are working on. End of term meetings offer parents time to discuss their child's

progress and ask questions to get a clear picture of how their child is at nursery. Staff and parents work well together to meet the children's individual needs. The setting is developing systems to show parents how the stepping stones and the 'Birth to three matters' framework helps children progress. However, discussions with parents highlighted that they sometimes find it difficult to understand how the assessments relate to what the children can do. Parents confidently approach staff and demonstrate a high level of satisfaction with the setting. They are extremely happy with the service offered. Parents agree that they are able to discuss concerns as they arise and receive lots of information about their children's all round progress. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The leadership and management of the nursery are good. Effective organisation of the educational provision ensures that children's care and learning is promoted in both the nursery and out of school provision. A well experienced staff team demonstrate an accurate understanding of their roles and responsibilities to make sure that children's individual needs are successfully met. Strong working relationships have been established to ensure they follow effective procedures to develop, monitor and evaluate the setting. The manager has started to use the self-evaluation form to review and assess the provision and highlight areas for development. She plans to share this with staff regularly to make it a working tool to evaluate the service offered. The well-structured management team support committed staff to review practice and adopt new procedures.

There is a high commitment to training and development to consolidate practice and further enhance the provision, as almost all staff hold a recognised early years qualification or are working towards one. Comprehensive policies and procedures are in place to support good practice and offer an effective service. All policies are reviewed regularly to meet the changing needs and development of the setting. The staff team use many opportunities to meet together, share information, raise concerns as they arise and continue to establish their working practices. Regular appraisals effectively identify the training and development needs of the individual staff and the nursery, with planning and staff meetings to review and evaluate activities and working practice. Effective use of observations and assessments monitor children's progress based on the 'Birth to three matters' framework and the Foundation Stage. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The recommendation from the previous childcare inspection related to updating policies and procedures to ensure they remain as working documents, all policies are reviewed regularly to support the organisation of the nursery.

The recommendation from the previous nursery education inspection relating to developing photographic evidence to show parents how children learn and progress towards the early learning goals, is in the process of being developed.

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):

- consider how information presented to parents can be developed to show how children learn using the stepping stones and the 'Birth to three matters' framework. (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):

- consider how to provide additional opportunities for children to extend their independence and take responsibility for their personal care.

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