

Happy Days Nursery

Inspection report for early years provision

Unique Reference Number	EY316388
Inspection date	21 January 2008
Inspector	Kelly Eyre
Setting Address	91 - 93 Chalcombe Avenue, Northampton, Northamptonshire, NN2 8LB
Telephone number	01604 842866
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Registered person	Happy Days Sunnyside Ltd.
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 Nursery is run by Happy Days Sunnyside Ltd. It opened in 2005 and operates from four main rooms in converted domestic premises in the Kingsthorpe area of Northampton. A maximum of 43 children may attend the nursery at any one time. It is open each weekday from 08:00 to 18:00 all year round. All children have access to a secure enclosed outdoor play area.

There are currently 41 children aged from three months to under five years on roll. Of these, nine children receive funding for early education. The nursery serves the local and neighbouring communities. It supports a number of children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 14 members of staff. Of these, 12 hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted because there are good daily hygiene procedures in place which help prevent the spread of infection. For example, staff wear appropriate protective clothing when changing nappies and the nappy-changing areas are cleaned thoroughly between each use. Children wash their hands before snack and meal times. However, their understanding of the relevance of good personal hygiene is not fully promoted because they are not consistently given explanations or reasons for this. Children's health in an emergency situation is well promoted because seven members of staff hold appropriate first aid qualifications and there is a system for implementing training for the remaining staff members. All records and policies are in place to further support children's health. For example, there are thorough procedures for the safe administration of medication and guidance regarding infectious diseases and the exclusion of children who are unwell.

Children's individual requirements with regard to health and diet are clearly documented and observed. Their growth and development are promoted because they are offered healthy and nutritious snacks and meals. These are prepared daily on the premises and are cooked using fresh ingredients. Menus are displayed for parents to see and these demonstrate that children are offered a balanced range of all food types. Older children's independence is promoted as they are supported in serving their own meals and snacks. Children are gaining a good understanding of the relevance of a healthy diet as they cover topic work relating to this, making their own displays depicting healthy foods.

Children's health and development are promoted because they enjoy a wide range of physical activities. They develop control of their bodies and improve physical skills such as control, balance and co-ordination as they participate in structured activities and action rhymes. The thoughtful organisation of the outdoor play area means that children are inspired to explore, as they climb on logs and tyres and crawl into the den made from branches and twigs. Their participation in a range of smaller activities ensures that they are able to develop hand to eye co-ordination and finer physical skills. For example, a small group of children enjoy playing with a construction set, where they manipulate pieces and then use safe tacks and hammers to fix these in place.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment and there are colourful displays of their work throughout the setting. Their safety is given a high priority and they are able to play and move around the setting safely, freely and independently because staff carry out daily checks on all areas. The consistent implementation of policies and procedures ensures that staff are aware of safety practices and are able to promote children's safety, for example, there is a clear procedure regarding emergency evacuation and this is practised each month. There are also additional safety procedures which further promote children's safety in a range of situations, for example, sleeping children are continuously monitored and are checked every five minutes by staff.

Children are gaining a good understanding about keeping themselves safe. They are given clear explanations by staff to reinforce their understanding, for example, they understand how to

use scissors safely. Children have access to a wide range of toys and play resources that are appropriate for their sizes and developmental stages. These are easily accessible so that children are able to see what is available and make choices about their play. Children's welfare is well promoted because staff have a thorough understanding of issues relating to safeguarding children. They have up-to-date information regarding current procedures and are able to identify, report and follow up any concerns. This area is further supported as there is additional guidance available for staff to refer to.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and secure. They separate well from their parents and carers and are eager to explore the resources and activities provided. They feel valued and welcome at the setting because staff are very caring and show the children that they genuinely enjoy their company. For example, they readily join in with children's play and discussions and take time to get to know each child. This promotes a positive and caring environment where children are able to play confidently and are consistently offered appropriate support.

Babies and new children settle well and quickly become secure in their relationships with staff. This is enhanced because staff ensure that they have details of children's normal routines, keeping to these as much as possible. For example, babies and young children sleep according to their need and in accordance with parents' wishes. Staff have a good understanding of child development and use this to ensure children are supported in taking the next developmental step. For example, young children are gently encouraged to sit independently, to stand and to begin to walk. Children's autonomy and independence are promoted because staff are skilled in encouraging their active participation in activities. For example, during a group music session, young children are encouraged to say which songs they would like to sing and are given the opportunity and support to make up their own verses and associated actions.

Children's individual development is promoted and they are consistently offered appropriate activities because staff know them well and make good use of daily observations and assessments to inform activity planning. This area is further supported because weekly planning is very flexible and is adjusted during the week to include additional activities to promote children's current individual needs and development. Children's development is further promoted because staff are skilled in extending their play and learning. For example, young children explore their reflections in a mirror and are then joined by a staff member who encourages them to recognise themselves, say their names and state what else they can see.

Nursery Education

The quality of teaching and learning is good. Staff have a thorough knowledge of the Foundation Stage and use appropriate teaching methods, ensuring that children are offered opportunities which enable them to make good progress in all areas of learning. This progress is well-balanced because staff carry out regular assessments. These are used to track children's development, to plan the next steps for each child, and are diligently carried forward into the weekly activity planning to ensure that individual needs are met. Children's interest is maintained and their experience of the setting is enhanced because staff understand their interests and are skilled in adapting activities to encourage these and to optimise incidental learning opportunities. For example, when children saw a rainbow, staff adapted the day's planning to incorporate this, with children enjoying associated activities such as reading about rainbows and painting and constructing their own rainbow.

Children's confidence is promoted because they are offered a wide range of familiar activities and play resources. These include imaginative play, reading and a variety of craft and construction activities. They are then offered further challenge and their knowledge is extended as they participate in a range of themed topics and structured activities. This enables them to look more closely at subjects such as 'People who help us', 'Animals' and 'Transport'.

Children have daily opportunities to develop the attitudes and dispositions that enable them to achieve in their future learning. For example, they are gaining a good understanding of right and wrong, which in turn promotes a positive environment in which to concentrate and learn. They are gaining a good awareness of appropriate ways of expressing themselves, through daily discussions and exploring issues such as 'Feelings' through topic work. Children initiate conversations and are confident to speak in a group, for example, describing what they did at the weekend during group time. They show a keen interest in books and their understanding and appreciation of these are extended through the thoughtful planning of relevant activities. For example, after reading the story of 'Goldilocks and the Three Bears', children engage in activities such as exploring the consistency of different bowls of porridge and using cut-out figures to re-enact the story.

Children are beginning to use numbers in a meaningful context and to see connections and relationships in numbers. For example, they count out scoops and weigh ingredients during cooking sessions. However, their understanding of this area is not fully promoted as they are not consistently encouraged to use their mathematical skills on a daily basis and have limited opportunities to view written numbers. Children are beginning to make sense of the world around them as they are offered opportunities to investigate and explore. An example of this is an activity to explore the properties of ice and determine what causes it to melt. Children are gaining an understanding of the use of information and communication technology equipment. For example, they use a laptop computer, calculators, telephones and weighing scales.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills. They have regular structured music and movement sessions and also enjoy independent play, such as outdoor play, where they engage in activities such as balancing on stepping stones, climbing, using ride-on toys and crawling into the 'den'. Regular music sessions and access to musical instruments promote children's enjoyment of music and offer them opportunities to explore music and learn how sounds can be changed. The development of their imagination is encouraged through activities such as role play, acting out stories and playing with small world resources.

Helping children make a positive contribution

The provision is good.

Children are respected and their individuality is valued, helping them to develop a positive self-image. This is further promoted because staff offer children appropriate praise and encouragement, thus promoting their confidence and self-esteem. Children are encouraged to express their views and in turn, to listen to others and value their views. For example, during group time, children take turns to talk and discuss events which are important to them and listen carefully to what their peers are saying. Children who have learning difficulties and/or disabilities have their individual requirements recognised and consistently met. Staff are experienced in this area and work sensitively with both children and parents. They also liaise closely with other professionals to ensure that consistent and appropriate care is offered.

Children's individual plans are reviewed on a regular basis, helping to ensure the balanced promotion of their development.

Children's spiritual, moral, social and cultural development is fostered. Their understanding of other cultures and ways of life is promoted through themed activities and daily access to a wide range of resources which promote positive images and provide information. They are gaining an awareness of their community through the use of local facilities such as shops and walks. Children's behaviour is good and they are gaining a clear understanding of right and wrong. Staff act as good role models and always offer children explanations so that they can begin to understand the implications of their behaviour and make decisions about this.

The partnership with parents and carers is good. Parents are given detailed information about the setting's policies and procedures, ensuring that they are aware of daily practice and routines. Good use is made of monthly newsletters and notice boards around the setting to ensure that parents receive information about current activities and events. They are given clear information about the Foundation Stage, enabling them to understand this and be involved in their child's learning. Parents are kept well informed of their children's progress and activities through daily discussions with staff, parents' evenings, newsletters and the use of daily diary sheets for younger children.

Organisation

The organisation is good.

Overall, children's needs are met. Their safety and daily play opportunities are enhanced by the good organisation of space within the setting. There are designated base rooms for each age group, ensuring that children are able to move safely and independently between activities. The careful organisation of each base room means that children can be offered a range of opportunities and their varying needs can be consistently met, for example, there is space for messy play, quiet reading, role play and for sleeping. Children's individual routines are accommodated because the overall routine of the setting is flexible. For example, babies and young children can sleep according to their own routine and then return to their group to re-join the play and activities.

Children benefit from the daily care and activities provided by well-organised staff. Their ongoing safety and welfare are promoted because there are stringent procedures in place for checking that all staff are suitable to work with children. The comprehensive staff induction process ensures that the nursery's policies and procedures are understood by all staff and can be implemented on a daily basis. This is further supported by regular staff supervision and daily monitoring of all areas of the setting. All paperwork and records are in place and are well-organised to ensure that children's needs are clearly documented and staff are able to work appropriately at all times to promote their ongoing safety and development.

Leadership and management is good. Children's learning and development are enhanced and their welfare promoted by the good understanding that the owners and manager have of their roles and responsibilities. Continuous monitoring and regular reviews help to ensure that staff are appropriately supported in their work and are able to access relevant training. The manager and senior staff act as good role models, showing a genuine enthusiasm for their work and aiming to continuously improve the practice of the setting and the outcomes for children. This promotes a positive environment in which children are secure and confident in their play and learning.

Improvements since the last inspection

At their last inspection, the setting was asked to ensure that at least one member of staff has completed an appropriate first aid course. Seven members of staff now hold this qualification and there are clear plans to ensure that it is included as part of the training for all staff, therefore promoting children's health in an emergency situation. They were asked to devise and practise emergency evacuation procedures and these are now practised monthly. They were also asked to develop their knowledge of child protection issues and ensure that procedures comply with those of the local Safeguarding Children Board. Several staff members have now attended training and procedures have been updated appropriately. These measures further promote children's safety and welfare.

The setting was asked to provide opportunities for children to develop physical play and outdoor activities. The outdoor play area has been developed and now includes resources to encourage children to play and explore. Staff also provide additional structured music and movement sessions, therefore promoting children's health and development. They were also asked to ensure that the complaints procedure is updated appropriately. This has been reviewed and is in line with current guidance and is displayed for parents to see, thus ensuring that parents are aware of the procedure and are able to act to promote children's overall safety, welfare and development.

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 daily practice so that children's understanding of the relevance of hygiene procedures is consistently promoted.

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 further opportunities for children to see written numbers and to use mathematical skills on a daily basis.

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