

Victorias Happy Days Nursery

Inspection report for early years provision

Unique reference number EY224560
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Inspector Margaret Baines

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Victoria Happy Days Nursery opened in 2001 and is one of three nurseries run by Happy Days Childcare Limited. It is situated in the grounds of Blackpool Victoria Hospital and provides a service for National Health Service employees and nursery staff. The provision operates from five nursery rooms in a single storey, self-contained building with an adjacent outdoor play area. There is also an office, reception office, staff room and kitchen as well as children and staff toilet facilities.

The nursery opens each weekday from 07.00 to 18.00 all year round apart from bank holidays and Christmas. It is registered for a total of 92 children under five years. There are currently 143 children on roll of whom 50 are funded three year olds and four year olds. Children attend for a variety of sessions throughout the week. The setting currently supports children who have a learning difficulty and who speak English as an additional language.

The staff team of 25 comprises of full and part time staff who work with the children. There are 16 staff who have early years qualifications and training to National Vocational Qualification level 2 or 3. There are five staff who are undertaking training towards a recognised early years qualification and five staff employed who are unqualified. Support staff are also employed to manage other aspects of the provision, such as a cook, cleaners and an administrator. The setting receives support and advice from the local authority including an advisory teacher, and is a member of the National Day Nurseries Association from whom they have gained the quality assurance award Quality Counts in 2002 and this has been reviewed in 2004 and retained.

Overall effectiveness of the early years provision

The children are making good progress in their learning and development because staff are skilled at recognising and planning to meet children's individual needs. The effective inclusive practice ensures all children are very well supported. For example, there is in place an efficient key worker system and support for children who may have a learning difficulty or English as a second language. Consequently, children flourish in this setting. Following the last inspection the provider implemented the required changes and has continued to assess and evaluate the provision to ensure that continuous improvement features strongly, therefore enhancing the care of the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop monitoring and assessment systems to ensure each child experiences all areas of learning; use the learning environment and everyday activities more effectively to further develop children's skills in counting, calculation and written language
- further develop the partnership with parents to assist parents to become

actively involved in their child's learning and development.

The leadership and management of the early years provision

Records are maintained to a good standard to promote the health and safety of the children who attend this setting. The majority of the staff team are qualified in childcare or are currently working towards an early years qualification. There are rigorous systems in place which ensure that children are cared for by suitable persons. Resources are effectively deployed. For example, staff are led by a manager, with room leaders and an early years practitioner in place to further support and guide staff. Consequently, children's individual needs are met very well. The resources and equipment are organised in such a way to ensure that children have easy access and choices as they enjoy their time at the setting.

Staff are dedicated and highly motivated, supported by an effective human resources department recently introduced into the company. Staff are supported to develop their professional skills and practice through training and development. Consequently, the quality of the learning and development of the children continues to improve.

There is in place an effective risk assessment which ensures that risks are identified and minimised in a most effective manner. For example, the room leaders ensure that each room meets health and safety requirements on a daily basis and management ensure that a full risk assessment is carried out on a regular basis to promote the safety and welfare for the children who attend.

The setting has in place a self-evaluation system, although the Ofsted self-evaluation document has not as yet been completed. However, the setting has a clear and effective system in place to evaluate the outcomes for children and to plan for future improvement through, for example, staff training and development. The setting has successfully completed the improvements required following the previous inspection. The self-evaluation systems ensure that the management team strive to identify and work towards the implementation of improvements for the benefit of the children.

Inclusive practice is a major feature of the setting. Staff work most effectively with parents and children to ensure that children's individual needs are met. For example, children who may have English as a second language are encouraged to share their language and staff seek help from parents to ensure that good communication is established to help the children develop in their learning. Parents are asked to give staff key words which can be used to ensure that children have their individual needs met well. Effective links are forged with parents, ensuring that children's individual needs are met. The children's daily diaries inform parents about the children's day in the nursery, the food they have eaten and the activities they have enjoyed. There are regular newsletters which inform parents about business matters and give advice and guidance on aspects of early years care and development. However, at present parents are not actively involved in their child's learning in the setting. Children who may have a learning difficulty are supported

effectively. The nursery has in place a special needs coordinator who supports the key worker when planning an appropriate programme for the child. The manager also works with the area special needs advisor to ensure that all children have their needs met effectively. Consequently, children are very well supported and inclusion is promoted most effectively in this nursery.

The quality and standards of the early years provision

Children in this setting are provided with good opportunities to help them make good progress across all areas of learning and development. Staff are developing their ability to challenge and question children, although counting and calculating are not at present used consistently in everyday activities. The learning environment is organised effectively with good examples of children's work displayed, which makes them feel very secure and proud of their achievements. However, there are limited examples of print and labels in the environment to help children with their understanding that print carries meaning.

There is a good balance of adult-led and child-initiated play both indoors and outdoors. The environment is organised to ensure that children can experience purposeful play and exploration both indoors and outdoors. For example, the two year olds were happy playing with cars and the sand in the outdoor area and the three and four year olds were eagerly exploring. Monitoring and assessments are completed for all children, however those children who do not attend each day do miss certain aspects of the curriculum. Therefore, the assessment process is limited for those children.

The activities planned for the children ensure that they are active learners and are creative, for example, as they design and construct and as they enjoy the role play. Older children are beginning to think critically as they consider options for dealing with situations and they negotiate play with friends. Consequently, children's learning and development are good within this setting.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.