

Happy Days Nursery

Inspection report for early years provision

Unique reference number	EY272730
Inspection date	17/11/2008
Inspector	Maralyn Chiverton
Setting address	1 Eastmoor Road, Wakefield, West Yorkshire, WF1 3RY
Telephone number	01924 332111
Email	
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

Happy Days Private Day Nursery is a privately owned nursery which opened in 1997. It operates from the ground floor of a large detached house close to Wakefield city centre. It serves the local community as well as surrounding areas. A fully enclosed area is available for outdoor play.

The nursery is registered to provide full day care for up to 70 children on the Early Years and Childcare Register. There are currently 57 children on roll on the Early Years Register who attend on a full and part time basis. The setting also cares for 30 children over the age of five years before and after school and during school holidays. The out of school club is situated in a portable building in the rear garden of the property and has its own entrance.

The nursery is registered with the local authority to provide funded nursery education for those children of eligible age. It is open each weekday from 07.10 to 18.00 with the exception of bank holidays for 52 weeks a year. The nursery supports children with additional learning needs. There are 15 full and part time staff employed to work with children, 13 of whom hold appropriate childcare qualifications.

Overall effectiveness of the early years provision

Happy days provides a warm and caring environment where children are highly respected and valued as individuals. The implementation of detailed policies and procedures ensures children's welfare is promoted. An effective procedure for self-evaluation clearly identifies key strengths and targets for further improvement. Children make good progress in their learning through an efficient assessment and observation procedure which includes children's starting points and extension of their learning. Effective working relationships with parents and other providers has a positive impact on the care and education offered.

What steps need to be taken to improve provision further?

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

- create more opportunities for children to develop their own imaginative, creative skills in art and design
- develop written risk assessments to reflect the requirements of new legislation.

The leadership and management of the early years provision

Documentation which is required for the safe and efficient management of the setting is very well organised and used effectively to promote all aspects of children's health and safety. However, the written risk assessments do not fully

reflect the requirements of new legislation. The setting is committed to providing an inclusive practice to ensure all children can achieve regardless of background. Staff are well qualified, experienced and dedicated to improving the quality of the care and education already offered. Safeguarding procedures and security systems are understood and followed vigilantly by all staff. Resources are effectively deployed to allow children to choose with freedom and safety. Self-evaluation systems involve all staff members and are very effective in identifying areas for further improvement. The nursery has taken positive action to address recommendations made at the last inspection which has helped to further promote children's welfare, safety, learning and development. For example, effective procedures are now in place to safeguard children when using transport and the use of disposable gloves and aprons helps to prevent cross-infection. Staff have furthered their knowledge and understanding of the stepping stones to children's learning to help them become independent, creative thinkers and learners.

Staff work extremely well with parents and other carers to ensure that children's needs are effectively met. The positive relationships with parents and carers are strengthened considerably through the sharing of information, social evenings and daily liaison with staff. Parents receive quality information about the provision and their child's care and education through a parent notice board, information pamphlet and regular newsletters. The nursery has effective links with other providers to further develop children's care and welfare. It is pro-active in arranging meetings with external agencies to ensure that the needs of children with additional needs are well supported.

The quality and standards of the early years provision

Children are well supported in their learning through the staffs secure knowledge of the Foundation Stage. They are provided with well planned learning areas and focused experiences which help them to make good progress towards the early learning goals. Children independently manage their personal care and the use of lots of environmental print helps to promote children's awareness of print having meaning. Children are encouraged to sound out their names and are beginning to form recognisable letters. They learn about numeracy through games, such as 'Buggy Bingo' where they match amounts to corresponding numbers. Children are able to play independently as well as in groups. They show good concentration and listening skills and competently use a computer. A well resourced outdoor play area promotes well their physical development. Planned activities such as using microscopes to detect mini bugs on leaves promotes children's awareness of living things and the wider world. Participation in a 'Feelings and Faces Lotto' helps children to explore their own feelings and those of others. However, the overuse of templates, limits opportunities for children to develop their own imaginative, creative skills in art and design. Activities are well planned and purposeful; they cover a broad and well balanced curriculum which covers all six areas of learning and include exciting activities for outside play. For instance, children make dens using natural materials. Effective systems in place identify children's starting points and record and monitor their learning and development. Staff use focused and short observations to promote next steps in children's learning. The involvement of parents in their child's learning through formal parent and carer discussions has a

positive impact on children's learning and development.

Children are confident self-assured learners who benefit from positive relationships between staff parents and other children. They are provided with well-balanced nutritious meals and fresh drinking water is always readily available. Children's health and well-being is promoted and their understanding of a healthy lifestyle is promoted through planned topics and discussion. Procedures to prevent cross-infection are good and children begin to learn about how to manage their own health and hygiene. Older children confidently explain how they need to wash the 'germs' off their hands after using the toilet so that they do not become ill. Their awareness of keeping themselves safe is well promoted through reiteration, simple explanation and discussion. Children are generally well behaved and very supportive of each other. They show respect and concern for others and readily share and take turns. Children have access to a wide range of resources and equipment both indoors and outdoors, which are safe and suitable and effectively deployed.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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