

Norbreck Happy Days Nursery

Inspection report for early years provision

Unique reference number EY364223
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Inspector Lesley Sharples

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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).

Description of the setting

Norbreck Happy Days Nursery has been registered since January 2008. Norbreck Happy Days Limited is the registered provider with a number of other settings. The nursery is situated in Thornton-Cleveleys and adjacent to Norbreck Primary School in Blackpool. Facilities for children comprise of three rooms in the baby unit, including a separate sleep room and three group rooms to accommodate children between the ages of two and four years. There is an outdoor multi-surface play area. The nursery is purpose designed and on one level, providing accessibility for all with additional facilities.

The nursery is registered on the Early Years Register for children from birth to five years. It is open all year round, apart from Bank and Public Holidays, between the hours of 08.00 to 18.00. Currently there are 97 children on roll, 46 of these are under two years. Children attend for a variety of sessions throughout the week. The nursery supports children with learning disabilities and difficulties, and for whom English as an additional language.

There is a staff team of 20 and of these 12 are qualified to Level 3 and four have Level 2 training. The manager holds the Higher National Diploma at Level 4 and there is a member of staff who has Early Years Professional status, who works part time in the nursery. There are three support staff who cook, clean and undertake administrative duties on site. Additionally, there is an operations manager, learning and development manager for staff and an extra deputy who support the company's settings. Corporate membership of the National Day Nurseries Association is retained and advice, support and training is gained from the local authority.

Overall effectiveness of the early years provision

The nursery provides a welcoming inclusive environment where the welfare of each child is given high priority. Children are making good progress in their learning and development because individual observation, assessment and planning systems help staff to motivate children and recognise their uniqueness. Children's starting points and involving parents in their children's learning is not yet developed. Hard working and conscientious staff evaluate the provision effectively and have an excellent understanding of the settings strengths and how to make continuous improvements, which include reviewing the learning environment and the outdoor area.

What steps need to be taken to improve provision further?

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

- develop partnership with parents by obtaining information about their children's starting points, when they commence in the setting and continue to involve them in their children's learning and development at home,

- recognising parents as their child's first and enduring educators
- review the environment to maximise children's self-initiated opportunities in all six areas of learning, with special reference to promoting their future economic well-being through experiences with ICT and programmable toys
- expand children's outdoor experiences so they can access a wide range of equipment and activities within a stimulating and vibrant area, which provides for manageable risks to develop large muscles, coordination and confidence during energetic play as well as outside learning opportunities.

The leadership and management of the early years provision

The documentation required for the safe and efficient management of the setting is very well organised and maintained and used effectively to promote all aspects of children's health and safety. Policies and procedures reflect the current Early Years Foundation Stage framework and are shared with staff and parents. Children are safeguarded because the nominated person within the nursery has updated her training and all staff have completed on-line Common Assessment Framework training. This means that staff have the knowledge to act in children's best interests. Security systems are understood and followed vigilantly by all staff. Similarly, rigorous vetting procedures for staff promote a high level of safety for children. Staff are encouraged and supported in their own professional development and this is then cascaded to other staff during in-house training sessions or during staff meetings. The registered provider evidences the importance placed on the quality of staff by employing a learning and development manager, specifically to oversee this area of work. They work successfully with the local authority advisory teacher who has also led in-house training. Individual staff achievements are celebrated in different ways. For example, monies to buy something for the staff room when a member of staff passed the British Sign Language course. As a result, children benefit from ongoing investment in the staff team.

Management and staff use several tools to evaluate and improve the overall provision. They ensure parents comments are sought and acted upon, use a development plan for the nursery overall and staff undertake their own room evaluations. The company operations manager also has weekly meetings with the nursery manager so that day-to-day practice is reviewed, such as the number of accidents and incidents which may require further risk assessments. The self evaluation form indicates the same areas for improvement identified during the inspection. This means that continuous improvement is a significant aspect of good management in this nursery.

Partnership with parents is strong because there is good, clear information for parents in written and verbal form. The daily diary informs parents about children's care and the activities they have enjoyed and parents have regular access to children's learning journeys. The positive relationships with parents and carers are strengthened considerably through the pleasant notice boards outside each room and the area provided within the office for discussions. Parents are positive in their

written and verbal comments, about how well their children are progressing and praise the staff highly.

The quality and standards of the early years provision

Children are motivated in their play and therefore their learning. The key person role ensures individual learning and development needs are recognised and planned for. Systems reflect the requirements within Early Years Foundation Stage, assessing children's achievements and identifying next steps to help them progress towards the early learning goals. New children's starting points, gathered from information given by parents, are not recorded in order to give a base-line from which to assess, nor are parents subsequently encouraged to be continually involved in their children's learning on an individual basis. Individual children's files hold examples of their work along with photographs to illustrate activities. Captions and observations focus on achievements and relate to areas of learning, with some monitoring to assist in ensuring opportunities are equally addressed, to meet all round development needs.

The learning environment is extremely well resourced with strong furniture and equipment which provides safe and accessible activities for children to self-initiate their play in all rooms. However, staff do not always encourage this, as there is an uneven balance of overly staff directed play where activities are put out for them, taking away spontaneous creativity and decision making. Children develop strong explorative impulses, especially babies and toddlers, and staff provide wonderful resources to explore and discover. Glitter bottles, materials, jelly and treasure baskets provide a wealth of interesting tactile experiences. Children do enjoy a wide range of adult-focussed creative work, not only with art materials but with other substances, such as foam and custard powder. Mark making is encouraged and number is used well as part of children's everyday activities. For example, counting the cutlery and the number of balls in the parachute game. To consolidate understanding, children have reference to colour, number, letter and shape, although not always at their eye level.

The daily use of the outdoor area promotes older children's individual learning styles very well. They join in group games with a parachute and use wheeled toys and run about with great exuberance. Although the outdoor area is bland, this is already being addressed within the development plan for improvement. Staff are consulting with a parent about ideas for an eco-garden, however, consideration to increasing physical development and learning opportunities outdoors is required. Children are learning about their own community and the wider world by going for walks and visiting local amenities, such as the zoo. They use ethnic musical instruments with different techniques to create sounds and rhythms. Resources for learning about simple technology are not always available, to assist learning in how things work and children are not drawn to the computer. Children are developing good language skills. Babies babble happily and recognise significant adults with smiles. Staff listen to older children's conversations, therefore valuing what they have to say.

The welfare requirements are given high priority within the nursery, resulting in

exemplary practice which ensures individual children's safety and well-being. Staff are good at using praise and encouragement to keep the children positive, which maintains a pleasant learning environment where children are well-behaved. Children learn the necessary skills to keep themselves safe, supported effectively by staff. One-to-two staff ratios are used when going out for a walk and staff use these times for helping children learn about road safety. Children also develop a high level of independence in relation to their health and hygiene. A member of staff overheard a child explaining to another child why they need to get rid of germs when washing their hands. Facilities provided fully aid children and staff to observe high levels of hygiene practice. Nappy changing procedures are carried out safely and by the child's key person. Children have easy opportunities to drink plenty of water and the nursery cook provides nutritionally balanced meals and snacks, using fresh produce, which meet all dietary requirements.

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?	1
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?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
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?	3

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 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 registration.

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.