

Happy Days Treliske

Inspection report for early years provision

Unique reference number

EY279963

Inspection date

17/03/2009

Inspector

Linda Janet Chauveau

Setting address

Unit 1, Treliske Industrial Estate, Treliske, Truro, Cornwall,
TR1 3LP

Telephone number

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 Treliske is one of several nurseries run by Happy Days Day Nurseries Ltd. It opened in 2004 and operates from a purpose-built single storey building, with two enclosed and accessible outdoor play areas. The nursery is situated in a light industrial area, close to The Royal Cornwall Hospital Treliske, on the outskirts of Truro, in Cornwall. It is open each weekday from 07.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend the nursery at any one time. There are currently 69 children aged from birth to under five years on roll, some attending on a part-time basis. The nursery currently supports a number of children who speak English as an additional language. The nursery also offers care to children aged over five years to 11 years.

There are 12 members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. One member of staff has recently achieved Early Years Professional Status. The setting provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are well cared for in a secure and stimulating environment. They are given sensitive support by a consistent staff team and, as a result, they make good progress in all aspects of their care and learning. All children are valued as individuals and their needs are met effectively. There are good arrangements in place to support children who speak English as an additional language, whose particular needs are carefully considered and planned for. The joint managers have built a strong team of staff and employ effective systems to evaluate the nursery's strengths and weaknesses, therefore, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- update the complaints procedure to ensure that it relates to the welfare requirements and has the most recent contact address and telephone number for the regulator
- streamline the systems used to observe and analyse children's progress and to plan the next steps in their learning, in order to make them clear and accessible to all users

The leadership and management of the early years provision

Senior management provide the nursery managers and staff with extensive guidance and support. They have produced a detailed range of operational policies and procedures for staff to follow, aiding them in safeguarding children and promoting their physical and emotional well-being. A minor omission is that the information contained within the nursery's complaints log and procedure has not been updated to relate to the welfare requirements or to include the current Ofsted contact address. An established staff team work well together covering all aspects of children's welfare, learning and development. All staff are appropriately qualified and experienced and there are effective systems in place to support them through regular review meetings, monitoring visits and appraisals. Required adult to child ratios are maintained and good care is taken to ensure that all children, especially those new to the nursery or who may require extra help, receive sensitive individual care and attention.

Relationships with parents are supportive. Staff share information in a variety of ways; through verbal feedback and by providing access to a daily written summary of their child's activities. They complete diaries to keep parents up to date with their babies and toddlers progress. Parents' views are sought through questionnaires, parents evenings and open days. An extensive variety of useful information for parents on the nursery's curriculum, routines and procedures is displayed on the notice board, and termly newsletters provide updates on planned themes and activities. A digital photo slide show in reception brings children's time at the nursery alive to parents.

The nursery has a variety of strategies in place to review and evaluate practice. These include the use of online self-evaluation, in house reflective practice, and support and monitoring visits from the local authority. These have helped to identify areas for future improvement, such as developing aspects of the outside play areas and employing a cook to provide healthy home made meals. All recommendations from the previous report have been successfully addressed, particularly improvements which have made the learning environment more accessible for children. Resources are well organised and children now have more opportunities to select and develop their own play themes.

The quality and standards of the early years provision

Children of all ages enjoy their time at the nursery; on arrival, they are greeted warmly by key staff and most separate readily from their parents and carers. Those who are new to the setting or who speak English as an additional language receive thoughtful attention; staff ensure they feel welcome and valued. Staff spend time with parents ensuring that they have all the information they need to help children become part of the nursery.

Younger children benefit from being looked after in small groups with a core of consistent staff providing good individual support in a calm atmosphere. Children take pleasure in playing with the wide range of stimulating resources on offer

which staff have provided to promote their individual learning interests. Babies and toddlers love to explore 'treasure baskets' filled with a variety of household items and to clatter and rattle the home made shakers filled with materials such as pasta, beads and glitter. They use a sheltered outside garden containing a cosy area to sit and snuggle to look at books, enjoy planters filled with flowers and use a range of climbing and sit and ride toys.

Older children actively learn in a lively environment. They have free access to a good variety of toys and resources designed to promote all areas of their learning throughout the day. Children behave well, developing positive relationships, helping and caring for each other. They learn to take responsibility for themselves, for example, by cutting and serving their own fruit at snack time and by enthusiastically tidying up their toys when asked to do so.

Staff are constantly developing children's communication and problem solving skills, encouraging them to make choices and work together so that they are developing these skills and are preparing for their future. Most children are very confident and effective communicators. They quickly recognise their names during registration and have many opportunities to develop mark making skills in the literacy and role play areas. Staff also provide good support for children with limited communication skills; a book of pictures of toys and simple everyday routines enables children to point to the activity of their choice.

Children count during group activities, for example, whilst acting out the counting rhyme 'Five Currant Buns'. They have fun with technology, operating remote controlled toys. Local culture is celebrated in the Cornwall wall display, which includes examples of children's artwork. There are a significant amount of visual references on display to acknowledge and value the home cultures of those children attending who do not speak English as their first language.

There are many opportunities for independent play, both indoors and out, with children able to easily access the toys of their choice. For example, choosing to play in the well resourced role play area, mould and manipulate play dough or construct a wooden train track. Craft resources are plentiful and freely available throughout the day. Staff ensure children take plenty of exercise both indoors with singing and stretching games such as 'Sleeping Bunnies' and 'The Grand Old Duke of York' and outside where they can run, climb and ride bikes.

Children are kept safe and secure in all the nursery play rooms and outside areas. Staff carefully monitor all risks to children and encourage them to be conscious of their own safety. Children's health is promoted through the appetising and nutritious food on offer. Various fresh and dried fruits and savoury biscuits are provided for snacks and children have a delicious hot midday meal cooked by the nursery, which they tuck into with gusto. Children learn about germs and good hygiene practice through daily routines and planned activities.

Senior management have introduced very detailed systems to record and evaluate children's progress and development. This has resulted in staff having to complete a great deal of paperwork to plan to meet each child's individual learning requirements and to evidence their progression. The methods, although meeting

the needs and interests of each child, are not particularly user friendly or easily assimilated by those not familiar with the systems, but who are involved with the children, for example, other professionals and parents. However, it is clear that key staff know their children very well and adapt activities to meet children's learning styles and requirements spontaneously throughout the day. This supports children's learning and development well.

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

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.