

Happy Day Nursery

Inspection report for early years provision

Unique reference number	307150
Inspection date	20/08/2009
Inspector	Jeanne Lesley Walsh
Setting address	Heath Road, Davenport,, Stockport, Cheshire, SK2 6JJ
Telephone number	0161 476 0767
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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 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 Day Nursery is privately owned and was established over 35 years ago, the current premises have been registered since 1992. It operates from five rooms in single storey, purpose built premises in the Davenport area of Stockport. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday from 7.30 am to 6.15 pm, throughout the year, with the exception of bank holidays. It is registered to provide full day care for 51 children. There are currently 87 children on roll. The nursery is able to support children who speak English as an additional language and children who have learning disabilities. The nursery employs an appropriately qualified manager and 20 staff, who all hold relevant childcare qualifications, including a nursery teacher. The setting receives support from an advisory teacher.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff consistently evaluate all aspects of the setting and demonstrate an excellent ability and drive for improvement. They know the children well and successfully provide for their individual needs. They have a good awareness of the Early Years Foundation Stage framework (EYFS) and operate an effective programme that ensures that all children are constantly challenged and supported. As a result, the children are happy, confident and they are progressing well in their learning and development in relation to their starting points.

What steps need to be taken to improve provision further?

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

- ensure that the activity evaluations are used to identify and plan for children's individual learning priorities for children over two years
- increase the use of name cards and further extend the use of the excellent range of books.

The leadership and management of the early years provision

The uniqueness of every child is highly valued and all aspects of children's care receive priority in this happy, well organised setting. The provider and the nursery manager lead an enthusiastic team of staff, who are well motivated to achieve their aims for the future. Staff are focused on promoting children's welfare and helping them to make good progress in their learning and development. They are also committed to their own personal development, through ongoing training, including a range of in-house training. All the staff, parents and children contribute to the setting's self-evaluation and plans for improvement. Much evidence is available for future plans, which are supported by the acquisition of a recent grant. Individual staff confidently explain how they

question and assess their own working routines on a daily basis, changing and improving procedures, to achieve their best for the children. There is a strong capacity to assess and manage continuous improvement in all areas of the setting. All previous recommendations have been met.

The opinions and views of parents are respected and valued. Every effort is made to welcome them and to foster two-way communication, to ensure they are well informed and involved in all aspects of their child's care. The gradual induction and settling in process provides opportunities for the key-worker to establish children's individual needs. These are then carefully monitored and provided for. Parents take part in all aspects of the child's nursery life. Photographs show them baking, reading stories to the children and talking about their jobs. This boosts the children's confidence and strengthens links between nursery and home. Discussion informs them of the requirements of the EYFS framework. Displays advise them of current topics and helps them to make links between the activities the children do and the learning areas. This means that parents can extend their child's learning at home. Discussion with parents and an excellent response from parent questionnaires, confirms that they feel valued and they are happy and confident with the high quality of care their children receive. Any suggestions they made have been met.

Security is high priority in the nursery. Good policies and procedures support the safety and protection of children and are shared with parents. Most staff have completed safeguarding training and all staff demonstrate a clear awareness of procedures they will follow, should they have concerns. The children are learning the importance of keeping themselves safe, as staff consistently include safety awareness as part of their daily routine. Simple nursery rules and secure boundaries makes them aware of keeping safe and caring for each other. Staff introduce children to people who help us through books, stories and visits from fire fighters, police officers, road safety and The National Society for the Prevention of Cruelty to Children (NSPCC). Role play provides an opportunity to extend and reinforce the children's learning. Comprehensive risk assessments cover all areas and ensure a safe environment for children.

The quality and standards of the early years provision

The children are cared for in a well organised, spotlessly clean environment, where staff follow stringent routines to promote high standards of hygiene. Children's good health and welfare is a priority for staff. Discussion with parents informs staff of any health issues, which are managed through an individual health care plan. Children follow good daily routines that help to reduce the risk of cross infection. They automatically wash their hands at appropriate times of the day, with no prompting. Babies sleep safely in comfortable prams outside in the fresh air, in full view of the staff. Familiar home routines are discussed with parents and these are initially followed. Any sick children are cared for sensitively and the administration of medication, accidents or emergencies is safely managed. Children become aware of good self-care through their healthy practice sessions. They examine a skeleton, learn what a stethoscope is for and become aware of healthy eating, using their home-made puppets. The smiley face puppet depicts healthy foods, or

they hold up the sad face if the food is not good for them. The children learned how to brush their teeth properly when the dentist came. The visiting teacher helps them to understand how their bodies work, as they enjoy their stretch and grow sessions. Children's individual diets are provided for through discussion with parents and the cook. The rotating menus include religious and cultural variations to reflect a diverse society. At meal times, the children independently set their own places, pour their drinks and help themselves to extra vegetables. Babies eat together at low tables or in high chairs or are nursed while bottle feeding. In the nursery garden, the children are beginning to understand where some foods come from. They plant, water and harvest the vegetables, then help to wash and prepare them to eat at lunch or snack time.

The management knows their setting well. The nursery is constantly evolving, as changes are made to benefit the children, the staff and the parents. The educational programme is organised to promote and challenge all children's development. The children independently choose what they want to do from a vast range of excellent activities and equipment. They show good concentration skills and curiosity and confidently interact with staff and each other. They enjoy the opportunities that helps them to acquire and practice new skills and learning. They are interested, motivated and willing to learn and they are given time to work at their own pace. Observations and assessments and children's next steps are recorded in each of the learning areas and are used to inform the planning. However, the evaluation observations are not automatically fed back into the planning for children over two years, which may result in some individual needs not being fully met.

Activities are spontaneously developed from children's interests, or ideas that they may bring from home. For example, when a child brought in a story about Africa it led to making African masks, learning about how children live and what toys they play with, in Africa and in other parts of the world. They developed an interest table, enjoyed food tasting opportunities and explored their musical instruments from around the world. The children love the sensory activities, which gives them the chance to examine, wonder and reflect. Babies explore the treasure baskets and giggle as they look at themselves through the mirror, then curiously inspect the sparkly fabrics and natural materials. The children learn new words and sounds through discussion, explanations and stories and are becoming competent and skilful communicators. They join in group activities as well as working alone and they are learning to listen and respond well to simple instructions. Imaginative opportunities to practise their mark making are available in all areas of play, both indoors and outside in the garden. However, the use of name cards is not always maximised. Children freely access an excellent range of books, some in different languages and some they made themselves. They are learning to listen to stories, read to each other or read alone. However, the full value of the books does not always extend to providing additional learning of individual activities. The children count, begin to make simple calculations, match and sort out shapes and colours and begin to recognise numbers, sizes and shapes. They behave well and are happy and confident in the setting. They are making good progress in their learning and development.

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?	1
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?	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?	2

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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