

Happy Days Nursery

Inspection report for early years provision

Unique reference number	400119
Inspection date	09/07/2009
Inspector	Elizabeth Patricia Edmond
Setting address	104 Gordon Street, Scarborough, North Yorkshire, YO12 7RX
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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 Days Nursery opened in 1988 for full day care. It is a privately owned and managed provision for children aged from three months to under five years. It is situated centrally in Scarborough, within walking distance from the town centre and local amenities. The facilities are easily accessible being all at ground level. Children are cared for in four rooms of a Victorian terraced house, grouped according to their age or stage of development. They have access to a small outside play area. The nursery is open from Monday to Friday from 08.00 until 17.45 all year round, it is closed bank holidays and Christmas week. The owner employs nine staff to work with the children. All staff have relevant experience and qualifications at various levels.

The nursery is registered on the Early Years register. There are currently 52 children on roll in the early years age group, the majority of whom attend part time. The group is registered with the local authority to provide funded nursery education to those children of eligible age and receive support by their advisory service. The provision is also included on the compulsory and voluntary parts of the Childcare Register. At the time of inspection there were no older children attending in relation to this part of their registration.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff work effectively with parents and other agencies to make sure that children are fully included in all activities and have their individual care and learning needs fully promoted. The owner and her management team have a clear idea of the nursery's strengths and weaknesses and they put effective plans into place to make continuous improvements for the children. Staff use of the available space well and they provide a good range of interesting learning opportunities that help children to make good progress.

What steps need to be taken to improve provision further?

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

- think creatively to develop the key worker system to make sure that all children have opps to interact with their special adult throughout the day, fe at nappy changing and feed times
- continue to develop the facilities and routines to make sure that all children can play in the outdoor areas everyday.

The leadership and management of the early years provision

The staff team work well together and are motivated to continually assess the provision and put improvement plans in place. For example, They frequently review how the physical space is used and they revise systems for monitoring

children's learning. This means that, although space is a little limited, staff offer a broad range of activities and resources that enable children to make good choices in their play and learning. Staff have a positive approach to training and they enjoy this as part of the overall development of the provision. The talk keenly about previous training and how it influences their practice. Links with the local authority are also valued and used effectively to continually monitor the provision and make improvements. All recommendations raised at the last inspection have been addressed to the best of staff's ability. However, although staff introduced a timetabled slot for babies to access the outdoors safely there are still occasions when they are indoors all day.

Staffing arrangements are good and ensure a high level of one to one support for children and staff are keen to build up their experience with all age groups of children. However, rotating staff does make it difficult to manage an effective key worker system. Children potentially experience several changes to their key worker throughout their years at the setting. All organisational matters are efficiently documented, well understood by staff and vigilantly carried out. Documentation is professionally maintained and daily routines promote children's health and safety and their independent learning skills. Procedures to safeguard children, such as those for vetting staff, liaising with relevant agencies and staff training are effective; children are protected and their welfare safeguarded.

There is good clear information for parents. Policies, newsletters and notices ensure that parents are kept informed of general organisational matters and they have access to various leaflets and publications should they need guidance, for example, about children's health issues or the nursery curriculum. Systems for daily liaison about individual children also work very well in practice. In addition to the daily diaries and discussions at collection time, parents phone the nursery during the day to chat to the staff. This means that staff are fully aware when children's needs change from day to day. Importantly, relationships are exceptionally friendly and relaxed and parents are confident to approach staff on any matter. Children benefit from the warm three-way relationships that they have with the staff and their parents together. Children are relaxed and happy as they see their familiar adults chat about their care. Parents are keen to contribute to the inspection process to confirm their satisfaction with the nursery.

The quality and standards of the early years provision

There is a very homely, extended family atmosphere throughout the nursery where children are relaxed and very happy. This means that children develop very positive, trusting relationships with the staff and each other. Some parents confirm that this pleasant environment has been their main reason for choosing this particular nursery. There is a comfortable learning environment where children are proud of the warm praise and encouragement they receive for their efforts and behaviours. Babies clap their hands gleefully at the attention they receive for pulling themselves up, babbling on the phone or eating their lunch. Older children explain proudly about how they made the pizzas for lunch and demonstrate how good they are tidying up or writing their name. Children become confident motivated learners and they take part confidently in the inspection process. They

talk proudly about their nursery and the very nice staff. Children are very well behaved and develop polite manners. Babies proudly say 'thank you' as they pass items back and forth; older children use 'please' and 'thank you' independently, for example as they ask for extra helpings at lunch time.

Staff use observation effectively to ascertain children's level of development and their interests and they liaise very carefully with parents, specialist support agencies and other Early Years Foundation Stage providers to make sure that plans for their continued progress are successful. For example, staff helped older children to set up a shop in the role play area because they found out that particular children enjoyed this type of play at the previous nursery. Children's development in all areas of learning is fully promoted whilst they have great fun in the shop. They learn to read the packaging and they use the computer keyboard to ring in the prices; they play very well together. Parents confirm that staff's endeavours are very effective and that their children's language and behaviour have improved considerably during their time at the nursery. Developmental records show children's good progress in all areas of learning. The layout of the building presents challenges to staff, however they have managed to create compact stimulating areas where children engage in the full curriculum through play. Although the small outdoor area limits children's physical development to a degree, particularly the bigger or more active children, there are opportunities for them to build with crates and planks and they climb and balance well. Older children have great fun painting or playing with water in the fresh air. The babies' separate outdoor area is not yet fully operational although they spend time in the main outdoor area on some days.

Children learn a good deal about how to keep themselves safe and healthy. Routines for using the kitchen or vacating the premises are well practiced and therefore understood fully by the older children and followed confidently by the younger ones. Younger children learn the necessary skills for managing their developing their mobility; staff watch the children carefully to make sure they do not wobble over as they pull themselves up, yet they do not limit babies' development by being over protective. Projects help children to learn about people who help us and they know who to it is safe to talk to when they are out and about. Children enjoy the healthy snacks and meals provided. Staff are proactive in making sure that younger children have enough to drink and eat good portions of fruit. Older children help themselves freely to fruit and drink as they play. Well nourished and effectively hydrated, children are alert and good humoured.

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

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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