



Happy Days Penair

Inspection report for early years provision

Unique Reference Number	EY308315
Inspection date	30 November 2005
Inspector	Linda Janet Chauveau
Setting Address	Penair School, St. Clement, Truro, Cornwall, TR1 1TN
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Registered person	Happy Days SW Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Happy Days Penair is one of the chain of nurseries run by Happy Days SW Ltd. It opened in 2005 and operates from purpose built premises, situated in the grounds of Penair School, Truro, Cornwall. A maximum of 80 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 for 51 weeks of the year. All children have access to designated, secure, enclosed play areas.

There are currently 37 children from birth to 4 years on roll. Of these 8 children

receive funding for nursery education. Children come from a wide catchment area. The setting currently supports a number of children who speak English as an additional language.

The nursery employs 5 staff. All staff members have early years qualifications to National Vocational Qualification level 2 or 3. The nursery receives support from an advisory teacher employed by the nursery chain and from the local authority. The nursery is a member of the Kernow Association of Day Nurseries(KADN).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for by staff who have a thorough understanding of the nurseries health and hygiene policies. They follow good practice when changing nappies. Children are kept safe from infection as staff clean the playrooms and toilet areas regularly during the day. Children's health is safeguarded by staff who hold current first aid certificates and take note of information about children's health and dietary needs.

Older children are independent in self-care skills, for example washing their hands after visiting the toilet and brushing their teeth after lunch. Younger children are well supported by staff who work with key age groups. Staff promote their good health by following individual routines for rest and feeding, and by encouraging children to learn to look after themselves, for example by wrapping up warm when playing outside.

Children have regular opportunities to learn about keeping healthy by enjoying exercise and time spent in the fresh air. Physical development is promoted. They have opportunities to participate in outdoor games and have a good awareness of space. They learn to move with confidence and control in a variety of ways as they hop, balance and sway to music and movement tapes. Children competently use a variety of tools, for example, tongs, glue spreaders, scissors and pegs to develop small muscle control.

Children have a healthy diet at the nursery. Organic food and healthy eating is promoted. A nutritious hot cooked meal, plus a variety of fresh fruit and vegetables, is provided each day. Children select and peel fruit of their choice and staff explain the benefits of healthy eating. Children confidently select their own drinks from named water bottles, in order to quench their thirst throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, well-maintained and presented environment, which is carefully organised to enable them to move around freely and safely within designated areas. Older children have opportunities to access toys and resources

from storage units and cupboards. Younger children play with a good variety of well-presented activities at floor level to enable safe and easy access. The range of toys and equipment provided is regularly checked by staff and maintained in good condition.

Children benefit from a very good range of safety measures, for example, external doors are fully secured and all access to the premises is carefully monitored and vetted by the manager. All staff are vigilant in following the nurseries safety procedures and carry out regular risk assessments, as a result, risks to children are minimised.

Children are well protected from possible abuse or neglect. Management and senior staff co-ordinate child protection issues, they have a sound understanding of the procedures to follow. All staff are made aware of what to do if they have concerns about a child as part of the nurseries induction procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They achieve very well due to the staff's good understanding and implementation of the early years guidance, the Foundation Stage curriculum and the Birth to three matters framework. This guidance is used effectively to plan a stimulating and challenging environment for all children's care and learning.

All children arrive happy and eager to participate. Those new to the nursery are helped to settle by staff who are sensitive towards their individual needs. Children spend their time purposefully. Younger children have good opportunities to develop through exploratory play and become engrossed in experiencing a variety of media such as frozen jelly, paint and feathers. Staff carefully support babies. They play with treasure baskets made from natural materials and objects from everyday life, tins and kitchen utensils. Their senses are stimulated as they shake bottles filled with coloured water and glitter. Children benefit from warm relationships with caring staff, who show great interest in them and offer lots of praise and encouragement. Children play well together; they learn to share and be thoughtful of each other.

Nursery Education

The quality of teaching and children's learning is good. The pre-school teacher has a sound knowledge of the Foundation stage and children's development. She implements the nursery's education curriculum to provide a wide range of activities and experiences to cover all areas of children's learning. Planning is clear and links to the stepping stones towards the early learning goals. Weekly target activities focus on key learning intentions for individual children. Comprehensive assessment records show how children progress and are used to plan the next steps in children's learning.

Children are confident and self-motivated. They are keen to try new challenges and self-assured in their play. They know what is expected of them and follow the nursery

routines well. They are learning to look after themselves; for example, staff teach them how to brush their teeth after lunch. Older children are able to sit and concentrate in larger group activities, for example story time. However, during these times, younger and less able children with shorter attention spans, sometimes have difficulty in maintaining interest without adult support.

Children recognise their own names and are becoming familiar with the initial sounds of letters. They are attempting to write their own names and all emergent writing and attempts at letter formations are valued and praised. Children are able to access a range of small tools to develop mark-making skills. Children are developing an awareness of number and counting as they select pieces of fruit at snack time and sing songs such as "Five Green Bottles". Children have a sound awareness of basic shapes. Volume and capacity are introduced as they pour liquid from one jug to another.

Children are competent computer users and use the mouse and keyboard to create computer pictures. They become familiar with technology in everyday life as they use the iron and till in the role-play area. Staff use daily routines to develop children's awareness of a sense of place and time as they discuss the weather and days of the week. Children show an interest in people familiar to them; planned activities introduce them to the wider world. Children explore and investigate, collecting leaves and bugs from woods, examining a variety of light sources to see how they work.

Children develop their imaginations in the role-play area. They use props and dressing up clothes to act out experiences from home in the kitchen area, and use the pre-school chairs to make a boat. Children enjoy singing songs from memory and moving and dancing to music and song tapes. They work with a variety of media; sponge paints, dough, glue and glitter.

Helping children make a positive contribution

The provision is good.

Children have very good relationships with staff and each other. Children's key staff have sound knowledge of their individual needs. All children are warmly welcomed and fully included. Staff take time to ensure that children new to the nursery are fully settled in. Children's behaviour is good. They respond well to staff and older children happily follow simple instructions, for example when tidying up. Staff gently support younger children in turn taking and sharing. All staff act as calm role models and lead by setting good examples. Good behaviour and manners are praised and rewarded.

Children have access to a range of resources and planned activities to learn about their local community and the wider world. Staff have identified that some resources could be extended, particularly those to promote children's awareness of people with disabilities. Children with additional needs and English as an additional language are fully supported within the group. Key staff plan individual strategies to ensure that all children are included. The nursery fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. This contributes to children's well-being at the

nursery. Comprehensive enrolment information and a prospectus for parents covers all operational aspects of the nursery. Staff obtain good information from parents on their child's capabilities and preferences either through settling in interviews or by completion of an entry questionnaire. Children benefit from effective on-going information sharing about the nursery and the education programme provided. Parents receive suggestions for activities to do at home in order to help children with their learning. The nursery has open days so that parents can see how they operate, look at developmental records and discuss children's progress. All parents are kept fully informed about their children's time at the nursery through daily verbal feedback and diaries completed by key staff. Information about the nursery is also available in the reception area and through regular newsletters.

Organisation

The organisation is good.

Children are cared for in a well-organised environment. They make good use of the space available to initiate their own play, to be active or rest. Staff clearly know their roles and responsibilities. They effectively implement routines to enable children to access a balanced range of planned and free choice activities throughout the day. All legally required documentation, which contributes to children's health, safety and well-being is in place and regularly reviewed. Comprehensive employment, induction and appraisal systems for all staff ensure their on-going suitability and professional development. Staff's understanding and implementation of policies and procedures means that children are well cared for and the nursery operates successfully.

Leadership and management is good. Children benefit from being cared for by a committed and qualified staff team. The nursery owner and lead teacher, employed by the nursery, have a clear vision for education within the nursery. The lead teacher provides support for all staff within the nursery chain. She observes education sessions to offer advice and arranges for staff to visit other nurseries, owned by the Happy Days chain, in order to observe and improve practice. The owner and senior management are supportive of staff, and act as very good role models to motivate staff teams. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop the range of resources that reflect positive images of culture, gender and disability

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that sufficient support is given during large group activities to younger and less able children in order to fully engage their interest and attention.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk