



Happy Days Day Nursery Falmouth

Inspection report for early years provision

Unique Reference Number	EY277662
Inspection date	29 November 2005
Inspector	Nicola Jayne Pascoe
Setting Address	Beacon Junior School, Jubilee Road, Falmouth, Cornwall, TR11 2BB
Telephone number	01637 875672
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Registered person	Happy Days Day Nurseries 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Happy Days Day Nursery is one of 15 nurseries run by Happy Days Limited. It opened in 2004 and has recently relocated. It operates from 6 rooms in a purpose-built nursery unit. It is situated on the site of Falmouth Community Primary School, Cornwall. A maximum of 80 children may attend the nursery at any one time. The nursery is open each weekday from 7.00 to 19.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from 0 to under 8 years on roll. Of these 11 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs.

The nursery employs 9 staff. Most of the staff, including the manager hold appropriate early years qualifications. There is 1 member of staff working towards a qualification. The setting receives support from the local authority, Pre-school Learning Alliance (PLA) and Kernow Association of Day Nurseries (KADN).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from following clear and consistent hygiene routines. They wash their hands regularly and at appropriate times, for example before snacks and meals and after messy play. Through discussion children are developing a sound understanding of why following such practises has a positive impact on their health. Children have use of clean premises, toys and equipment. Children eat generally healthy and nutritious meals and snacks, which are provided in sufficient quantities. Food is stored appropriately and preparation areas are clean and hygienic. Fresh drinking water is made readily available for all children throughout the nursery. Older children are able to help themselves and younger children are offered drinks at regular intervals.

Most children are able to play outdoors each day to enjoy fresh air and physical exercise. However, babies and younger children do not use outdoors as frequently as they are able. For example, staff do not take children outdoors at their allocated time due to light drizzle. A later play time is not arranged to ensure these children enjoy outdoor play during the day. Older children run, jump, ride bikes and play games outdoors. They move confidently and with control. They discuss changes in their body temperature before and during physical activity. However, some of these children have wet clothing following water play and although they alert staff to this fact, they are left in this clothing to play outdoors in the cold weather. Children's medication is stored appropriately and administered as required. There is a sufficient number of staff who have completed appropriate first aid training. Accident records show that injuries are treated appropriately and that parents are kept informed. Suitable procedures are followed to care for sick children and prevent the spread of cross-infection.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from the use of a new purpose built nursery unit, which is child-centred, safe and secure. There are designated rooms for the different age range of children attending. These rooms are organised well to provide comfortable

areas for children to rest and play. Toys and resources are freely accessed by children and babies, as they are kept in low storage units, which are clearly and appropriately labelled.

Children use age appropriate safety equipment to support their development. For example children and babies sit together at meal and snack times, with use of suitable low chairs and restraints. Sleeping babies are protected from harm through use of stair gates to provide a secure sleeping area. Staff follow a risk assessment to ensure equipment is safe for children's use. During the inspection this assessment was amended to detail specific procedures with which to check the safety of the outdoor area, following problems identified with the newly laid safety surface.

Children are protected from persons who are not checked for suitability. Clear child protection procedures are shared with parents and followed well by staff, who demonstrate confidence in their ability to identify, record and report concerns appropriately. Children, visitors and staff entering and leaving the premises are monitored well. Staff follow clear emergency procedures, which were effective during recent snowy conditions, when children were required to be collected early.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children are busy, interested and involved in a range of worthwhile and purposeful activities. Babies are fully included to their own level of ability, for example they decorate a painted Christmas tree with glitter glue and make Christmas cards. All children enjoy time to play individually and as part of a group. Staff offer appropriate levels of support and interaction, praise and encouragement.

All children throughout the nursery follow the same planning, themes and activities, which are adapted to suit the varying ages attending. Staff who care for babies and younger children are beginning to develop an awareness of the Birth to three matters framework. A familiar daily routine is followed, which provides children security and a balanced range of activities. Children participate in enjoyable opportunities to play and learn. They freely access a range of toys and resources and are also involved in planned activities.

Nursery education.

The quality of teaching and children's learning is satisfactory. Children follow planned routine activities, which are intended to promote specific areas of learning. However, children's individual profiles, observation and assessment records are not used effectively by staff, to ensure children receive sufficiently challenging opportunities to achieve or further develop these specific outcomes. Daily routine activities are not used effectively to promote children's learning. For example children are not encouraged to attempt to write their own name for self-registration or to label their own work. The snack time lacks opportunities to promote learning, for example children do not cut up their own fruit, count items on the table, or talk about healthy foods.

Children are able to develop their independence within the pre-school room. Resources are stored in low, labelled storage units and toilet facilities are freely accessed. Children are generally well behaved, polite and kind to others. They listen and concentrate well at group discussion time, when they explore the days of the week, special occasions and the weather. Children are actively involved in tidying away at the end of the session. However, staff do not ensure that all resources are cleared away and children are distracted by toys left on the mat at story and song time. This results in general disruption and a loss of interest.

Most children can count to five. Some are beginning to add and subtract. Most children recognise numerals and can associate the correct number of objects. Children explore changing consistencies and textures through a cooking activity, when they make individual no-bake chocolate cakes. Staff promote children's language well through this activity, discussing the changes observed and the process followed. Children participate in creative activities to decorate paper baubles and make Santa's grotto. However, during these activities children are not provided with appropriate tools or sufficient adult support, to further their development of scissor control.

Helping children make a positive contribution

The provision is satisfactory.

Children are confident, settled and happy. They have formed strong and trusting relationships with staff and other children. A key worker system is in place and is mostly used to ensure children's specific individual needs are identified. Staff are good role models and children respond well to follow their examples, they are developing their use of 'please' and 'thank you' and demonstrate good table manners.

Children explore and celebrate their own and different cultures, beliefs and abilities through planned activities. However, they do not have free access to a suitable or sufficient range of resources with which to promote a positive awareness and understanding of people's differences. Children with special needs are fully included in all activities. However, staff have not liaised effectively with the setting's special needs coordinator.

The partnership with parents is satisfactory. Staff are aware of the importance of sharing information regularly with parents and of how this positively impacts on children's well-being at the nursery. Information is shared verbally with parents on a daily basis. However, new staff are not familiar with the nursery policy regarding regular formal parents meetings. The parent notice board displays useful written information and written policies, a prospectus and newsletter are freely available to parents. Children's work is displayed and viewed by parents. The nursery fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children attending the nursery benefit from the staff's ability to provide a well-organised environment. Children can move safely and freely indoors. The manager is confident and competent in her role and responsibilities and her knowledge of the National Standards. The nursery follows robust recruitment and vetting procedures. Suitable contingency arrangements are in place to provide emergency cover. Clear registration systems are in place to show that adult: child ratios are met.

Children's records and nursery documentation is stored securely and confidentiality is maintained. Staff demonstrate an awareness of the importance of updating records regularly and of storing these records for an appropriate length of time. Support is welcomed from external agencies. An in-house training programme, parent questionnaires and staff appraisals are used to monitor and assess the effectiveness of the setting.

The leadership and management of the setting is satisfactory. The manager is organised and effective in her day to day organisation of the setting. However, some staff demonstrate more confidence than others and new staff are not yet confident enough to implement the nursery policies and procedures, in particular staff who work with the pre-school. Staff who work with younger children and babies are not confident in their knowledge of the Birth to three matters framework. However, children are well cared for, happy and content. 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 1st April 2004. 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- ensure that all children are able to freely develop a positive awareness and understanding of people's differences and ensure that children's own individual needs are met appropriately and effectively, through use of the Birth to three matters framework and the special needs code of practice

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):

- enable new staff to confidently implement the nursery's comprehensive planning, observation and assessment procedures, in order to provide children with a sufficiently challenging and stimulating range of planned and daily routine activities, which effectively promotes progress in their learning and development.

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