

# Happy Days Penair

Inspection report for early years provision

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**Inspector** Anne Wesley

**Setting address** Penair School, St. Clement, Truro, Cornwall, TR1 1TN

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**Type of setting** Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Happy Days Penair is one of the chain of nurseries run by Happy Days South West 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 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 a designated, secure, enclosed play area. There are currently 58 children from birth to four years on roll. Of these 15 children receive funding for nursery education. The setting supports a number of children who speak English as an additional language and some children who have special educational needs. The nursery employs nine staff and all staff have appropriate Early Years Qualifications. The manager is studying for an Early Childhood Education Foundation degree and the deputy has the equivalent of a Level 6 NVQ qualification. There is disabled access to the setting for both adults and children. The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

This setting is outstanding in every aspect. The staff have an excellent understanding of the needs and interests of the children in their care, as a result, the children's welfare and learning is promoted extremely well. The setting is fully inclusive and caters very well for children with both learning and behavioural difficulties. Children make very good progress from their varied starting points and differing abilities and show high levels of imagination, concentration and independence and are very interested in the world around them. Safeguarding procedures are exemplary so children feel safe and secure at all times and thoroughly enjoy learning. The management team are very proactive and continually explore ways to make their setting even better.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- develop the medium term planning to form a framework for the excellent daily planning

## **The effectiveness of leadership and management of the early years provision**

The children's care, learning and welfare are significantly enhanced by the highly effective way the setting is led and managed. There is a robust and highly consistent implementation of policies and procedures. Staff have specific roles and responsibilities within the group and consequently the children always know who

to go to. Relationships are excellent. Parents are very happy that their children have key people who assess their learning and progress. Parents are well informed about their children's learning experiences and about the procedures and planned activities in the nursery. The Learning Journeys created for each child collate the key workers' on-going assessments and provide a clear direction for the next steps in the children's learning and inform the daily planning extremely well. A new style of medium and long term planning is currently being devised. Current safeguarding requirements are fully met. Risk assessments are carried out daily; the safety and the welfare of the children have a high priority. Policy documents are comprehensive and ensure all staff understand exactly what is required of them. There is a very good induction programme for new members of staff. The deputy manager provides an excellent programme of training and development for staff based on her very good understanding of the curriculum for the early years. Their enhanced skills and knowledge have added to the good progress the children make. Since the last inspection the nursery, especially the pre-school group, has widened the children's knowledge of their place in the world enhancing their understanding of multicultural differences and introducing an awareness of disabilities. Visitors from different ethnic groups have been invited to the setting and the children have tasted food from around the world. The drive for improvement is on-going with a very good system of self-evaluation involving all staff as well as all the users of the nursery. Staff appraisal is used very well for both staff development and enhancement of the nursery provision.

## **The quality and standards of the early years provision and outcomes for children**

The children make outstanding progress during their time in the nursery because there are many interesting activities for them to experience and which are tailored to their specific needs and stages of development. This excellent practice begins with the very youngest children where activities are available, based on very thorough knowledge of the development of very young children as well as specific knowledge of the children in their care. Adult led activities are added to and changed continuously following the direction of the children's interest and every opportunity for developing the children's learning is taken. All members of staff constantly look for potential learning opportunities all the time. Children actively participate and become totally engrossed in a very wide range of age appropriate learning experiences. They show excellent concentration and focus. Activities are almost entirely child led. Outside, a group of children were 'den-building', making decisions about materials and construction needs and then deciding to have a break and go in it and read a book about animal homes. The outside area is particularly well resourced and imaginatively laid out. As the children are encouraged to make their own choices from the activities and resources that are provided they become confident and self-motivated which prepares them well for the future. They have plenty of opportunities to talk together so language skills are promoted well with adults being good role models. Children know they will be listened to and so they listen well to each other. The children make a positive contribution on a day-to day basis. They are encouraged to help in the setting when they select new activities or resources they put away the ones no longer needed. They are taught about keeping safe, one child explained to a younger one

how to handle the tool they were using to cut up an apple for snack. There are many opportunities for children to count and explore mathematical ideas and to investigate creative materials both indoors and outside. Children's physical development takes place mostly in the outdoor area. As many of the children spend over five hours in the nursery each day, they are encouraged to spend an hour in physical activity. They know about keeping fit and understand that the snack they have is good for you as they are learning about healthy eating. Particular attention is paid to promoting children's personal development so that the children relate well to both adults and children. Circle time is used with a clear focus. A small group gathered with an adult to encourage two of them in turn taking and the absorbing activity met those specific needs. Their behaviour is extremely good and they happily engage in all the interesting experiences available.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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