



# Victorias Happy Days Nursery

Inspection report for early years provision

**Unique Reference Number** EY224560  
**Inspection date** 19 July 2005  
**Inspector** Lesley Sharples

**Setting Address** Victoria Hospital, Whinney Heys Road, Blackpool, Lancashire,  
FY3 8NR  
**Telephone number** 01253 655537  
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**Registered person** Happy Days Lancashire 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](http://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?

Victoria Happy Days Nursery opened in 2001 and is one of two nurseries run by Happy Days Lancashire Limited. It is situated in the grounds of Blackpool Victoria Hospital and provides a service for National Health Service employees and nursery staff. The provision operates from five nursery rooms in a single storey self contained building with an adjacent outdoor play area. There is also an office, reception office, staff room and kitchen as well as children and staff toilet facilities.

The nursery opens each weekday from 07.00 to 18.00 all year round apart from Bank Holidays and Christmas. It is registered for a total of 92 children under five years. There are currently 184 children on roll of whom 65 are funded 3 year olds and 4 year olds. Children attend for a variety of sessions throughout the week. The setting currently supports a number of children who have special needs and who speak English as an additional language.

The staff team of 25 comprises of full and part time staff who work with the children. There are 15 staff who have early years qualifications and training to NVQ Level 2 or 3. There are five staff who are undertaking training towards a recognised early years qualification and five staff employed who are unqualified. Support staff are also employed to manage other aspects of the provision such as cook, cleaners and administrator. The setting receives support and advice from the local authority including an advisory teacher and is member of the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are actively learning to be healthy as they follow suitable procedures and practices which are effectively implemented by staff which meet their health, nutritional and physical needs. Older children are fully encouraged to be independent in their personal care as part of their daily routine so they understand the importance of clean hands after visiting the toilet and before eating. All children have opportunities to clean their teeth within the setting if the parents wish and children learn considerably more about looking after their teeth through an ongoing healthy eating project.

Children enjoy meals and snacks from a nutritious diet which includes regular fresh fruit and vegetables, such as enjoying eating melon at snack time as part of the five portions a day principle. This widens their experiences of tastes and healthy foods. Children have regular opportunities to enjoy a drink of water and can help themselves because it is made accessible to them which promotes their independence and well being. Individual children's dietary needs are met very well. There is a secure system using traffic light colours in place to keep all staff aware of specific information and ensure they provide only foods allowed. This gives reassurance to parents and maintains the child's health.

There is a very supportive key working system in place especially the babies and infants. Their care needs are met by their main carer and this fosters good relationships so that they feel safe and secure. Their home routines are followed such as feeds and sleeps so that significant aspects of their day are similar in the nursery. This promotes children's emotional well being.

Careful consideration is given to providing a wide range of experiences so that children enjoy fresh air and good physical exercise through regular indoor and outdoor play activities. This is supplemented for older children by weekly sessions in

music and movement and yoga which enhances their physical development and bodily awareness. Children's large muscle development is encouraged through running, climbing and cycling outdoors and in soft play areas indoors which is particularly enjoyed by the younger infants. Children are kept safe in the sun because the staff are vigilant about protecting them from harm by implementing good practice regarding time spent outdoors and applying cream. Consequently children are healthy from the beneficial properties of some sunshine.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are warmly welcomed into a bright, visually stimulating and well maintained environment in which they are safe and secure. Children's art work and many photographs are displayed along with meaningful notices and sources of information. They are collected by persons only known to the staff and this ensures their safety. The premises are suitable for their purpose because they are effectively organised and good use is made of space so that children are grouped appropriately and they have a sense of belonging. The infants room however is less developed in terms of homeliness and their sleeping arrangements lacks individual comfort.

Staff are fully competent in providing children with a substantial range of safe and developmentally appropriate resources which are underpinned by effective implementation of clear policies. This ensures children are progressing in all areas of development. There are comprehensive risk assessments carried out both in full and on a daily basis so that children's safety is assured. Good systems are in place to maintain the premises safely as a member of staff has a designated role to check any reported hazards are completed. Children partake in emergency evacuation drills on a regular monthly basis so they are helped to understand the procedures in place. Children's safety and welfare is further safeguarded should there be any concerns of abuse as staff clearly understand their responsibilities for recording and reporting any child protection issues to the appropriate authorities.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children experience an extensive range of play opportunities which promotes their all round development and learning. They are happy, confident and assured within the setting and enjoy themselves as staff have a secure understanding of early years guidance, such as Birth to three matters and the Curriculum guidance for the Foundation Stage. Planning is strong for all children and monthly themes help focus on meaningful activities to develop their emotional, physical, social and intellectual capabilities. Babies and infants enjoy some opportunities in expressing themselves through painting, sensory play and creative activities and early communication skills are developed and encouraged as staff respond well to babbling, gestures and facial expressions.

Young children have wide experiences, especially enjoying stories both read and told

without books by staff. They enjoy being scared and join in with repeated phrases. Most children benefit from resources stored at low level so they develop choice and independence, for example they select a range of creative and writing materials in the pre school areas. Children's outdoor experiences are varied as staff use the environment well in maximising children's learning and enjoyment for example finding shapes on the ground and using the parachute.

Pre school children have exceedingly good access to activities which engage and capture their interests. Especially beneficial to them is the staff's ability not to interfere if they are particularly engrossed should another aspect of play be offered. This allows them to complete the activity and helps them to achieve what they want to do. All children experience warm relationships with their key worker and each other which supports their play, learning and development of independence. Older children are able to access rich sources of technology equipment and programmable toys such as music cassettes and cash till. This helps them to develop skills in performing functions for themselves.

### Nursery education

The quality of teaching and children's learning is good. Children progress well in all areas of learning. Their sessions are inventive and balanced successfully between adult focussed and self initiated activities. Children are motivated to learn and willing to try new experiences such as yoga. They are able to concentrate for extended periods, for example when matching number which helps to extend their learning. They are learning confidently to count and understand the concept of number as they clap their hands and nod their head accordingly. Children are able to recognise print such as their own and others names and they have extensive examples of words, number and shape within their environment including flash cards and labels. All children are encouraged to access resources in making marks for a purpose, such as designing their own passports using letter and number and are learning successfully that print carries meaning. Children use extensive language for thinking and letter formation and are learning some French language. They make sense of the world around them in imaginative and creative play and by inviting professionals into the nursery and others in the community such as paramedics and dentist. They also learn about other cultures and issues of diversity through topic work and positive images and learn about their own community from visits to places of interest such as the zoo.

Children are developing good relationships with each other, they show concern and respect for both peers, staff and property which helps them to engage in their environment positively and have regard for others. They are offered variety in experiences for physical development including sessions of music and movement sessions with an outside worker. Children are learning to use small equipment such as scissors, paint brushes and malleable materials so they become competent in finer muscle movements. They learn about colours from very good examples within the setting and transfer them into their creative work. Self care skills are encouraged such as cleaning teeth but due to storage and accessibility of personal items more able children are unable to take initiative and manage this task successfully.

Staff are making links between the observations and assessments carried out to

monitor learning and the stepping stones sufficiently to plan for extending children's various abilities. For example, learning outcomes are identified and recorded if met, showing children's progression. Alongside this, staff are enthusiastic in encouraging parents to be involved in their children's learning within the home and assist in giving suggestions and ideas such as recipes and by sharing what is being done within the setting.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are extremely well supported and valued. Their individual and any additional needs are met by an effective and outstanding working partnership with parents. Everyone is welcomed and acknowledged within the nursery and supportive attention is given newer children by preparing for them in advance which contributes to and helps promote a sense of belonging. Communication is an exceptional strength within the setting through regular, attractive, and informative newsletters, excellent notice boards and photographs of nursery life. Partnership is furthered by inviting parents into the setting and including them in aspects of practice, for example dads and grand dads invited to a creative day to spend a fun time with their children. This succeeds in maintaining excellent working relationships and consequently children benefit from thorough communication so that staff implement parents wishes. Parents are fully informed of the staff team who care for their children and any changes to it because named photographs are attractively displayed in the entrance area and information updated in newsletters. This consolidates the verbal communication in place and parents fully understand their child's learning and development and progress towards the early learning goals.

Children benefit from a dynamic, positive and nurturing environment. They adopt the excellent role modelling exemplified by staff and as a result show kindness for others and are polite and considerate. This is extremely beneficial to children because their behaviour contributes to their development as they play and learn together in an harmonious environment. Staff are effective in identifying children who are spoiling an activity or story by disruption and apply effective strategies such as attracting and involving them in the group by gentle means. Children's good behaviour is rewarded and reinforced in many beneficial ways, one being star of the week which can boost their self esteem.

Children are learning extensively about their local community and the wider world. The setting has a rich, comprehensive policy and designated person responsible for ensuring children have experiences which help them to embrace differences and similarities. There are considerable examples of language and images which develop children's understanding of the wider world and this is reinforced in resources, foods and themed activities. For example, a French teacher helps children learn words and converse in another language and they sample foods and celebrate customs of the country as well as having visual stimuli. This thoughtful and inspiring approach fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is good.

Staff working with children are suitable to do so or do not have unsupervised access until they are because measures are taken to clear staff as required and an accurate record is held on the premises. Adult-child ratios are monitored to ensure they are in line with requirements and there are effective support systems should circumstances occur to require them.

Leadership and management within the setting is good. All regulatory required documentation which contributes to children's well being and safety is in place and staff regularly review these so that they are consistently applied. Further policies enhance the care of children, such as an additional language policy, so that their individual needs are recognised and met. Records about individual children are shared with the child's parent or carer.

Children's learning is successful as the manager is enthusiastic in energising the staff team. She utilises their individual qualifications, skills and interests to build a motivated staff team who are committed to their work and the children they care for. They work well together as a team and maintain good working relationships through initial induction, monthly staff meetings and annual appraisals to build a motivated staff team who are committed to their work. Staff training needs are identified and catered for to fulfil personal development needs and they are given designated roles which value their interest and opportunities to be creative, such as the setting up of the sensory room.

The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection there was one recommendation to enhance the choice of activities currently available for the 2 to 3 year old children.

This has been implemented well by the provision of new play resources and furniture so that children have a wider range of play opportunities some which they are able to access for themselves. Further to this staff have undertaken training in the Birth to three matters framework and this is being cascaded to other staff so that activities are presented in a meaningful way.

This ensures children have better opportunities to develop in all areas and commence their independence skills relating to choice of activities.

## **Complaints since the last inspection**

There are no complaints to report.

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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):

- create a more homely environment for the younger age range of children to include individual sleeping arrangements and more accessible furniture and resources at the children's level so they are able to access comfortable areas and activities for themselves
- further develop opportunities in explorative play for babies.

#### 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):

- allow more able children to take initiative and manage appropriate self care tasks such as cleaning teeth.

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