

# Happy Days Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY403478
<b>Inspection date</b>	12/04/2010
<b>Inspector</b>	Angela Margaret Ellis
<b>Setting address</b>	Happy Days Private Day Nursery, Fields Rise, HUDDERSFIELD, HD5 0LZ
<b>Telephone number</b>	01484 541529
<b>Email</b>	
<b>Type of setting</b>	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 Private Day Nursery is run by Happy Days Kirkheaton Limited. It opened in 2009 and operates from a converted building in the Kirkheaton area of Huddersfield. The nursery is situated in a residential area, with schools, shops, parks and public transport links in the local area. The children have access to an enclosed outdoor play area. It is open each weekday from 7.30am to 6pm, all year round.

The nursery is registered to care for a maximum of 56 children aged under eight years at any one time, of whom no more than 56 may be in the early years age range. There are currently 33 children on roll in this age group. The nursery also cares for children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 permanent staff members, and 11 of these hold relevant childcare qualifications.

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

Overall the quality of the provision is good.

The nursery provides a welcoming environment with a wide range of toys and activities available to all children to stimulate their interests. The individual needs of children are met well as all staff know the children well and are responsive to their personal needs. As a result, there is a fully inclusive environment where every child is warmly welcomed and supported. There is effective provision for promoting the children's welfare and learning, which means they make good progress in their development. Staff are actively involved in maintaining continuous improvement through reflecting on and evaluating their practice, and demonstrating their commitment to training. Excellent relationships with parents have been developed and staff understand the importance of working with others involved in the children's learning and care.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission from parents for each and every medicine before any medication is given (Safeguarding and welfare) (also applies to both parts of the Childcare Register).
- 12/04/2010

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

- ensure that the risk assessment record includes the risk assessment made for outings
- improve how the information shared with parents, and other settings the children attend delivering the Early Years Foundation Stage, is recorded to promote continuity and support individual children's learning and progression.

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

Staff have a sound understanding of their role and responsibility in safeguarding children and protecting them. The setting has a child protection policy that clearly outlines the procedures staff will follow if they have any concerns about a child in their care. Regular safety checks are undertaken and risk assessments identify and eliminate risks, and provide a safe learning environment for children. Risk assessments are undertaken for outings; however, these are not included within the risk assessment record. There is an effective policy in place for the administration of medication and staff have a good understanding of this. Prior written permission from parents for the administration of each and every medicine is generally obtained; however, due to an administrative error there have been times when some of the medication records lack some relevant information, which is a breach of a specific legal requirement. All staff are subject to relevant checks to ensure they are suitable to work with children. There is a stable staff team, in which many of the staff have worked at the setting for a number of years, therefore providing continuity of care. Rigorous recruitment procedures and induction processes ensure that staff are fully aware of their roles and responsibilities.

The staff reflect on their practice and have completed the Ofsted self-evaluation form to help them to do this, and have identified areas where they are doing well and areas for improvement. Views from parents and children have also been sought, which contribute to the self-evaluation process. The setting demonstrates effective ambition, vision and drive to maintain continuous improvement, and aims to develop further the planting and growing area within the outdoor play area. A comprehensive training plan has been devised through an effective appraisal system and demonstrates staff commitment to continued professional development. They do this by keeping up-to-date with current childcare practice through accessing training, publications and links with advisors within the local authority. The effectiveness with which the setting deploys resources is good because staff are well deployed within the nursery and space is used well. The nursery has steps in place to ensure resources and the environment are sustainable. For example, children are encouraged to sort and recycle household packaging, which they use creatively to make models, fruit and vegetables are purchased locally and the children are involved in growing some of their own vegetables.

There is a welcoming atmosphere within the nursery and communication between home and the nursery is excellent. Friendly exchanges were observed between staff and parents and information is exchanged regarding the children's current interests, developmental abilities and personal needs, on collection every day.

Parents are given lots of information on how to extend their children's learning at home, and their views are frequently sought and their feedback is highly valued and welcomed. Many parents highly praised the setting to the inspector for the quality of service that their children receive, and have had siblings attend in the past that are now at school. They are so happy they have recommended the service to others. Regular newsletters, social events, open days and social evenings ensure parents feel thoroughly involved in their children's learning and development. Partnerships with other early years providers are good; for example, transition arrangements with the local schools involve visits for children to meet staff, and information is exchanged about children's progress. However, staff are not demonstrating how they are effectively using the information shared between parents and others delivering the Early Years Foundation Stage consistently within the assessment records, to promote continuity and support individual children's learning and progression within the setting.

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

Staff have a good understanding of the learning and development and welfare requirements which contributes to them effectively promoting children's welfare and learning. Children make good progress in their learning in relation to their capabilities and starting points. This is because a child-centred environment is provided, in which there is a wide range of toys, activities and relevant educational posters and examples of children's artwork displayed. Good use is made of resources within the local community to extend children's experiences. For example, staff accompany children on local walks, which provide a further range of experiences. Staff have developed good relationships with the children through positively interacting with them and being involved in their play, which contributes to meeting their needs well. There is effective planning for play and exploration both inside and outdoors, with a balance of adult- and child-led activities, and spontaneous events that result in children being creative and active learners. This includes planning for individuals to ensure that each child receives an enjoyable and challenging experience across the areas of learning. Children are happy and they independently follow their own interests by accessing activities and experiences that cover all areas of learning, which results in them enjoying their time at the setting. Effective teaching methods are used, such as asking children open-ended questions which challenge their thinking and support them in becoming active learners. For example, staff involved pre-school children in a discussion about what helps our body to be healthy, and children expressed their knowledge of the different types of food that help them to be healthy, such as fruit, vegetables and water. Staff support children's language, communication and literacy skills well. For example, they encourage children to engage in conversations and the children have good opportunities to develop their early literacy skills, through mark-making activities, and to share their interest in books and stories. The children have good opportunities to develop their physical skills, such as balance and coordination, as they play outdoors. Toddlers enjoy actively joining in action songs and rhymes, and using their imagination as they play with the dinosaurs in water play. Babies are supported well and explore a range of sensory toys and activities. They respond by smiling and vocalising with delight.

Key staff glean information from parents at the start of the child's time at the setting and observe the children to find out what they know, can do and enjoy when they start. This forms the basis for an ongoing assessment. Observations are appropriately matched to the areas of learning, and the next step of learning for individual children is identified within the assessment to inform plans. The assessment profiles are well presented and provide parents with an informative record of their child's progress that includes photographs and things that they have made. The children feel safe because staff provide a welcoming, safe and secure environment for children to play. Babies are held tenderly when having their formula feed which helps them to feel safe and secure. Children's health and growing independence are supported well. Children learn about the benefits of healthy eating because they are offered a balance of nutritional meals and snacks. The nursery has an award from the local authority for high standards of food hygiene and healthy food options. Staff successfully provide lots of activities that capture children's interests, and therefore, they behave well. The children are learning about diversity and the world in which they live through talking about differences, celebrating different festivals and traditions, and having a good selection of resources that promote positive images of all people in society. Children's progress in communicating, literacy, numeracy, and information and communication technology skills is developing well so that they are well equipped with the skills they need in order to secure future learning. For example, children use mathematical language during play and develop skills in numeracy, problem solving through games and counting in daily routines.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 12/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 12/04/2010