



Happy Days (UK) Ltd

Inspection report for early years provision

Unique Reference Number	EY276621
Inspection date	06 February 2006
Inspector	Susan Jennifer Scott
Setting Address	Crosswinds, Ferry Road, Iwade, Sittingbourne, Kent, ME9 8RE
Telephone number	01795 424348
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Registered person	Happy Days (UK) 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 (UK) Ltd Day Nursery opened in 2004. It operates from four rooms in a converted chalet bungalow in Iwade, Sittingbourne. The nursery serves the local area.

There are currently 89 children under 5 years on roll. This includes 34 funded 3 and 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language as well as several

children with special educational needs and disabilities.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

There are 19 part time and full time staff who work with the children. Ten of the staff have early years qualifications to NVQ Level 2 or 3 and the manager is qualified as an early years teacher. There are 3 staff currently working towards a recognised early years qualification.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP), and various specialist teaching staff from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well organised activities and routines. They wash their hands after using the toilet and before eating their snack. They use tissues and help themselves to drinks of water. Children's health is effectively promoted because the staff are well informed about children's health care matters and provide very good support for individuals. Most practitioners hold first aid certificates and information on their qualifications is displayed.

Children benefit from a healthy diet. They enjoy a cafeteria style snack and drink arrangement. They confidently choose when they want a drink and help themselves to a healthy snack of fruit. Younger children and babies are regularly offered drinks to ensure they are not thirsty. The practitioners take account of the wishes of parents when providing fresh cooked meals and foods that are new to children, with permission from parents.

Babies and toddlers are encouraged to express feelings and needs verbally and non-verbally by staff who are responsive to their needs. This allows them to develop own preferences and make choices for themselves. For example, staff assist them learning to control their own body by assisting them moving to friends so they can sit together and communicate. Staff recognise achievements when they congratulate babies who are beginning to stand and sit.

Children enjoy a good range of energetic physical activities that contribute to a healthy lifestyle. They develop self confidence in their physical skills as they use a wide range of indoor and outdoor toys and equipment. All children learn to understand how to keep healthy and to rest and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a very clean, well maintained and attractive environment. The welcoming displays of information for parents and examples of children's work, such as the Chinese lanterns in the baby room, show that staff nurture children's contributions, and this makes them feel valued. The good organisation of well maintained toys and equipment means children can move around safely and freely to independently access available resources from tables, trays and boxes at child height. As a result children organise and enjoy their own play.

Children benefit from an excellent range of safety measures, clearly documented in risk assessment procedures, for example, socket covers, locks on gates and doors as well as a fully secure outdoor play area. They benefit from well established systems, such as recording visitors and monitoring access to the nursery. Children develop a good awareness of safety through well planned topic work, such as practising road safety when they use bikes and observe the play 'Lollipop' lady and crossing sign during outdoor play. This effectively increases children's awareness of safety issues.

Children are well protected from possible abuse or neglect. Staff have attended training and show a good understanding of the clearly recorded procedure to follow if there are any concerns. They are aware of the types of abuse and the procedures to follow should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in high quality activities throughout the session. Babies and toddlers are confident in the setting and in their relationships with each other and the staff. They play happily with each other and staff, learning to take turns and respond to others as they use role play, games, and books. Staff awareness and good use of the Birth to three matters framework is improving children's achievements. They become confident communicators as they share ideas in their play, for instance using pretend play with tea sets to extend their imaginative skills and communicate with other children. All children participate in singing and musical activities and regularly use of a wide range of creative materials, such as paint, collage and pencils which encourage them to represent their experiences, feelings and ideas in a variety of ways.

Nursery Education

The quality of teaching and learning is good.

Children are progressing extremely well, supported by the staff's confidence and secure knowledge of the Foundation Stage. Planning is detailed and covers all areas of learning comprehensively, and children's individual needs and skills are well catered for in the programme of activities.

Children's achievement is clearly linked to the stepping stones. Staff use on-going observations well to plan the next steps for their learning. Skilful use of observation and assessment also means that all the children are challenged appropriately. Staff

carefully adapt the activities to promote achievements of individual children. This helps them meet the needs of all children including those with special educational needs and those who have English as an additional language.

Children show a sense of belonging as they greet each other and staff on arrival. They are actively involved in play and activities throughout the sessions. They have a high level of independence, freely selecting equipment for themselves and taking responsibility for their personal care. The 3 and 4-year-old children show concern for each other and enjoy the responsibility of cooking the tea once each week. Children are extremely skilful in their use of number. They count correctly to over 10 and show a clear awareness of size, colour and pattern. They confidently participate in pretend play and extend their communication skills by discussing ideas and roles. Children enjoy stories and sometimes write their names on work. They readily select books to share with each other or with staff.

Children are able to freely explore everyday items and learn through practical play with items such as sand and jelly. They acquire knowledge of their environment through interesting topics and ensure their learning is relevant and meaningful. Occasional local outings and visitors to the group expand on this further so children become aware of their community, time and place.

Children concentrate on activities for long periods of time. They are confident to take risks in their learning, trying new and less familiar activities without fear of failure. The staff work diligently to inspire, praise and encourage children to try things for themselves and continue to practise to develop their skills.

Helping children make a positive contribution

The provision is outstanding.

Children are highly valued as individuals. They develop a positive attitude to others and gain a good understanding about the wider world and community through celebrating festivals, tasting food from a variety of cultures and having access to a good range of play resources which show positive images of culture, ethnicity, gender and disability. They also learn to sign as staff have developed this skill to promote inclusion.

The individual needs of all children who attend are acknowledged and successfully met. The nursery has developed very effective arrangements to care for children with special educational needs and disabilities, gathering expertise from varied specialists, such as the teacher for children who have hearing impairments. Children behave well. They begin to understand right and wrong through consistent boundaries, praise and the age appropriate methods staff use to manage behaviour including explanation, distraction and positive expectations. Staff are enthusiastic role models and encourage children to learn to take turns and share.

Partnership with parents and carers is exceptionally good. Children benefit from parents' involvement in their learning. Clear and helpful information on the foundation stage curriculum and effective communication through newsletters, consultations, daily chats and organised family events enables staff and parents work together to

help children thrive. The setting fosters children's spiritual, moral, social and cultural development effectively.

Organisation

The organisation is good.

Induction training, policies and procedures are well thought through and effective in keeping children healthy, safeguarding their welfare and effectively promoting their learning. The provision is very well organised.

The owners and manager are fully aware of their roles and responsibilities provide very good support for the staff and children. A very good range of staff training is provided, and is linked to appraisals and professional development to meet identified needs. Effective measures are in place to support the provision in improving. For example, questionnaires and evaluations are regularly used to monitor the effect of changes.

Leadership and management are outstanding.

Staff have a sound awareness of the Curriculum guidance for the Foundation Stage and how to apply this in practice to support children's development. They have successfully identified areas to improve the setting, such as providing older, funded children with their own room, and continually reviewing plans to achieve their aims. The parent questionnaires are also used to assess the provision, prioritise aims and address issues of quality. This has a beneficial effect on the children's development confirming the excellence of the leadership and management of the nursery.

Clear procedures and policies support staff in working very successfully in partnership with parents and carers. The comprehensive range of planning enables staff to focus activities towards all the children's needs with a high degree of skill. Overall, the needs of all children who attend are met.

Improvements since the last inspection

The nursery has made good progress in addressing the previous recommendations.

There are copies of the local Area Child Protection Committee procedures and policies and procedures have developed to ensure compliance. Written permission from parents has been obtained to summon emergency medical advice or treatment should it be needed.

Complaints since the last inspection

In July 2005 a complaint was made relating to National Standard 2: the sufficiency of staff ratios and qualifications and the effectiveness of the entry system. These issues were investigated during an unannounced visit and as a result two actions have been implemented by the nursery. The providers established the use of an entry system to

ensure security of the premises and Ofsted are informed when staff leave the nursery. Ofsted judged that the providers remain qualified for 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 opportunities for babies and children to access the outdoor areas on a frequent and regular basis

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):

- further develop opportunities for children to mark their own work with names

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