



Happy Days Nursery

Inspection report for early years provision

Unique Reference Number	309826
Inspection date	06 February 2006
Inspector	Lesley Sharples
Setting Address	Carr Head Lane, Poulton-Le-Fylde, Lancashire, FY6 8JB
Telephone number	01253 886 119
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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.

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 Nursery has been registered since November 1999. It operates from a two storey building adjacent to Blackpool and Fylde College campus situated in Poulton-le-Fylde. The detached nursery building is separated into seven rooms on two floors. The older pre school children are based upstairs within two rooms with the remaining children on the ground floor. Toilet facilities are sited on both floors with changing facilities in each one on the ground floor. There is also a reception area

with office, plus offices for the nursery manager and operations manager and staff facilities. The adjacent outdoor area has both safety and grass surfaces. The out of school club operates from two rooms set within the campus building and has access to the next door school outdoor play areas.

Registration is for a total of 135 children under 8 years. The facility does not offer overnight care. It is open throughout the year from 07.45 till 18.00, each week day apart from bank holidays. At present there are 158 children on roll and of these 60 are in receipt of nursery education funding. There are no children currently attending for whom English is a second language and the nursery supports a number of children with special needs. The out of school club is open term time only from 07.45 - 08.50 and from 15.35 - 18.00 for before and after school care as well as in all the school holidays from 07.45-18.00 when it operates a play scheme.

The staff team of 31 within the nursery is led by a manager and two deputy managers. Members of staff are all qualified or are relevantly trained in childcare apart from 2 members of staff who are undertaking training in childcare. There are 3 staff at each session within the out of school club of whom two are qualified. Support staff help with operations management, administration, cleaning, washing and cooking.

The Nursery is a member of the National Day Nursery Association and has been awarded their Quality Counts accreditation scheme in November 2002 and this has been updated in 2005. They also receive training, advice and guidance from the local authority. The out of school club is a member of 4Children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children enjoy and fully benefit from a superb range of activities and practises which contribute to their good health. Excellent examples are set by staff and therefore children are learning about health and hygiene. For example, wiping their own noses and disposing of the tissue properly and being encouraged to cover their mouths when coughing. There are dynamic procedures in place to maintain high levels of cleanliness, which in turn minimise the risk of cross contamination and infection. As a result, children are able to play in an extremely clean environment without risk to their health. There are 11 staff trained in first aid and a number of first aid boxes and portable kits are accessible throughout the nursery as well as taken on outings and when children are playing outdoors. This ensures children are attended to promptly in the event of an accident, such as a nose bleed outdoors and having protective gloves and absorbent pad readily available and applied whilst being brought inside. Records relating to accidents and medication are maintained and a thorough sick child policy includes good information regarding communicable diseases. Sick children are very well cared for until parents are contacted. This provides security for the children and reassurance for parents.

Staff provide children with opportunities for cleaning their teeth as part of the 'Stop the Rot' campaign ongoing within the setting. This, alongside exceptionally nutritious and well balanced meals and snacks means that children are learning about foods that are good for them and take delight in their mealtimes and enjoyment of this social event. Some staff sit and have their lunch with children and there is a relaxed atmosphere with plenty of time taken so there is no rush and second helpings offered. Careful thought and consideration is given to the provision of meals to promote healthy development of children and wider experiences of tastes. These consist in the main of fresh organic produce with no added salt and the inclusion of many types of fruits. Children are actively learning about 'healthy choices' as part of implementing aspects the Birth to three matters framework. They are enthusiastic in making their own pizza and take great delight in selecting toppings from an excellent choice of healthy ingredients. Babies and infants are included in healthy eating during the weaning process and they also try new tastes and textures in foods. All children benefit from healthy options for snacks such as wholemeal toast and fruits as well as fruit juices and water accessible throughout the day. There is a secure and inventive system in place to ensure all dietary requirements and parent's preferences are complied with. Colour coded procedures relating to 'traffic lights' means those children who have severe allergies are placed on the red list with lesser ones on orange and preferences and likes and dislikes noted on green. This information is fully shared with the cook and all staff and separate coloured plates used, so no mistakes can be made.

The health of babies and infants is significantly enhanced because staff sensitively follow their own home routines for sleep and rest. They form close, supportive relationships with their key workers so their emotional well being is assured. Individual items such as comforters and soft toys and soothing music effectively creates calm and peaceful rest times so that tired children are well rested. As a result, babies and young children settle extremely well within the setting. Excellent consideration is given to helping them grow and develop through wonderful and thoughtful resources, such as a fixed hand rail and soft settees for pulling up and learning to walk and purpose designed furniture with mirrors.

All children's physical development is extremely well catered for as staff plan an exciting range of activities to suit all ages. They develop strong fine motor skills as they thread small beads onto laces and build with the small construction kit. Older children handle small tools with skill such as small crayons and items in games. Children play enthusiastically during outdoor play and this is a significant part of their day. This allows them to run around freely in the fresh air and use the outdoor play equipment so that large muscle development is encouraged. For example, photographs show how adept children are at balancing and they display real exuberance on the climbing frame. Supplementary activities such as Yoga and visits to the library for music and movement provide variety and change. This means that children's healthy physical development is extremely well catered for.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are warmly welcomed into a bright, well maintained and visually stimulating environment. There are lovely displays of their art work which show how their work is valued and captures their interest. Children fully benefit from the high quality, wide ranging resources which are regularly checked for safety. There are soft settees and so that children can sit comfortably such as during story times and this creates a homely environment for them. Children independently select equipment that is safely stored on low level shelves and this supports many aspects of their learning.

Children are protected from hazards through risk assessments within the nursery setting but not entirely within the out of school club. The low level heaters can compromise children's safety as they are hot to touch. Children's safety is assured relating to fire procedures as these are carried out weekly within the nursery and recently in response to an impromptu faulty alarm within the out of school club setting. Consequently children are familiar with procedures and staff are clear in the requirements placed upon them, especially those working upstairs. Children are learning to take responsibility for their own safety as they help to sweep up the floor and dispose of waste. Access to both the nursery and out of school club is secure and monitored well so that children are kept safe.

Children's welfare is assured as staff are aware of the procedures for recording and reporting child protection concerns. There is a designated person and both she and the manager have been pursuing further training in this area of practice as it is a number of years since training was attended. The child protection statement does not include telephone numbers nor the requirement to inform Ofsted of serious concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and achieve because practitioners provide a wide range of interesting and challenging play opportunities for all age ranges. Children are happy and settled and this promotes their ability to learn. Consideration is given to providing a balance of adult focussed and self initiated play opportunities as children move freely around their base rooms. They play together in small groups as well as in pairs or singly with a practitioner and there is lively interaction between all. Staff working with infants and toddlers are implementing aspects of the Birth to three matters framework.

Photographs show activities which link to the different components and children are benefiting from planning, which although in its infancy, at least directs young children to targeted play experiences. There are many baskets offering various sensory experiences so that children can explore for themselves and discover differences.

Children throughout the nursery are extremely confident and are eager to learn. They respond positively to challenges such as creating a valentines card and their own pizzas and play harmoniously together. They communicate exceedingly well and are able to express a range of emotions. For example, two children negotiating turns with a game of pushing sticks through holes and finding the solution together how to it. Children enjoy singing and display confidence in standing in front of others. They enjoy listening to stories, they show interest and ask questions to clarify parts. This means that they are involved and included. Abundant and easily accessible books

encourage children's enjoyment of pictures and the written word.

Children attending the out of school club are fully involved by staff in planning an enjoyable and varied range of fun activities. They are given autonomy in deciding the topic and ideas for the activities which staff then resource and prepare. During the current topic of 'Winter Wonderland' children have suggested winter poems and winter pictures which they have displayed themselves. For the next topic they have planned 'Super Heroes' and would like to design a comic. Other good aspects of the provision includes 'kid's meetings' whereby they designed questionnaires which evaluate what liked and disliked in the previous half term. A positive response to going on trips as well as the game of 'Wink Murder' provides children with further opportunities to have their say and this is reflected in the harmonious and happy time being spent during the session. Children eagerly express how much they like their club and it is to the staff's credit in achieving this.

Nursery Education.

The quality of teaching and children's learning is good. Staff plan a curriculum which is challenging, purposeful and innovative so that high expectations are placed on children. It covers all the six areas of learning and indicates the intended outcome in achievement. Importantly, the planning includes next steps in learning and this ensures children are continually challenged. Practitioners have a strong understanding of the Foundation Stage and are generally able to provide areas and access to areas of learning. Individual children's learning needs are achieved through initial comprehensive information gathered from parents and effective observation, monitoring and assessment. Subsequently, children are progressing well towards the early learning goals. Key workers are responsible for completing their group's portfolio although all staff can contribute using spontaneous observations. Art work, pictures and work sheets evidence, illustrate the written comments about learning and skills so that parents are well informed.

Children are developing a meaningful and competent understanding of number. They are beginning to recognise number and can count by rote up to 10. They can recognise which animals have two legs and some numbers such as 1,3 and 9. Older children are able to count extremely well, for example, one child drew kisses on the valentines card made and was able to count up to 48, pointing to each one in sequence. Skills are substantial when drawing figures of people including extensive detail such as features and fingers on hands. Children fully enjoy spending plenty of time doing this and staff allow them opportunity to finish. They write their names with increasing dexterity and can copy letters from examples. The environment displays rich sources of letter, colour, shape and number so that children can see good reference. Children are learning to recognise letters and say each name with gusto. Especially notable is the four year old children's competence in doing the alphabet using sign language and they can see other languages in labels. They express their glee in playing with malleable materials which creates good opportunities in language development, as staff interact using good questioning skills, 'is it light, is it heavy, is there more or less?' Younger children participate in baking and observe changes during the processes, they help each other by holding the bowl whilst another stirs the mixture.

Children learn of the world around them through inventive and inspiring topics. They meet people who help them because they are invited into the setting and talk about their profession. For example, a vet visited who showed an x ray and brought in animals as well as trying on bullet proof vests and being handcuffed by the police visitors. Parents are invited to share their professions and a hairdresser and dentist is planned in the topic also. This actively helps children learn about situations they will be going to and assists in reducing anxiety such as having their hair cut. Children do not have continuous opportunities for using technology and learning how things work. They currently miss out on the provision of programmable toys and consequently they are not able to operate simple equipment or perform simple functions on ICT equipment. They are learning about their local community by going on outings such as visiting the library and going for walks and they can see animals through purpose designed holes in the outdoor play area fence. Their understanding of the natural world is helped by planting and growing bulbs and seeing fish in a tank and a mini seashore.

There are exceptional opportunities outdoors for physical development as well as other aspects of the curriculum which are taken outdoors. The creation of an exciting and challenging space which maximises all kinds of physical and creative development is well used and enjoyed by children. Hanging musical instruments, shapes in fences, herb garden to stimulate the senses and pathways offer children inspirational chances to explore and discover which in turn extends their learning experiences.

Helping children make a positive contribution

The provision is good.

Children are made to feel welcome and valued within the setting as they are treated with equal concern and attention by staff. They are learning about other cultures and issues of diversity through their planned play experiences and some resources. Children with special needs are supported well by the implementation of the Code of Practice and close working relationships with other professionals and the parents. Staff are good role models, as they use and encourage in others good manners. They have high expectations of children's behaviour and they treat children with regard in applying positive strategies and implementing praise and positive reinforcement. Children consequently develop and learn in a nurturing environment. Children form lovely friendships, play well and consider each other. One child was seen putting their arm around her friend during story time. In the out of school club, children formulate their own 'golden rules', they are polite and considerate to each other and their behaviour is exemplary. Children's social, moral, cultural and spiritual development is fostered.

Strong relationships are maintained with parents. From the onset they are provided with explicit information about the setting and are then offered a welcome pack with further information. Significant and reliable information is gathered to meet their child's individual needs and various forms of communication are used to keep information flowing. These include a parent handbook, newsletters, daily feedback sheets and the use of questionnaires to measure their opinions on how they feel

about the setting. Parents are included in their children's learning through ideas and suggestions for activities in the home. They are also invited to parent sessions to discuss their child's progress. All policies and procedures are shared with parents as well as using informative displays and notice boards to ensure all practice is shared. Additional features include a grand parents day and Health Visitor sessions when general advice can be sought within the nursery. These dynamic ways of working with parents encourage beneficial two-way communication so that children spend their time in the setting happily and progress well. Parents speak highly of the provision and are especially pleased with the information they receive on a regular basis.

Organisation

The organisation is good.

Staff organise internal and external resources very well apart from the provision in the pre school area. Generous resources are available, but the use of space is not creative sufficiently to maximise learning opportunities in the six areas of learning, to enable children to self select from inviting and continuous provision. Elsewhere there is a wide range of interesting indoor and outdoor activities that children find challenging and exciting. Children as a result, are eager to enter the setting and are very happy in their play and learning. Staff ensure that children are suitably supervised in order that they can play and explore in safety. Documentation is kept to a high standard. It is very well organised, in good detail, up to date and regularly reviewed. Confidentiality is acknowledged as important and records are securely stored.

Leadership and management of the setting is good. The operations manager and manager undertake a business plan and future planning for improvements. Staff development needs are identified for the training profile and courses are actively sought. A professional approach is reflected in the way the operations manager supports the management and staff within this setting and is involved in future developments. Good support is given to staff to implement aspects of their work such as arranging in house training in the Foundation Stage by the local authority advisory teacher. The manager has clear vision for developing the setting, having undertaken the improvements in the outside area with magnificent results for children. Further effective leadership is achieved by monitoring and the planning and topics to make sure they fit together and there are sufficient activities. She encourages different ways of meeting the early learning goals such as taking children on outings and is prepared to try new initiatives and evaluate their outcomes, successful or not. This ensures that children are provided with a strong and varied educational programme.

There are robust procedures in place for the recruiting of staff and their support. This system includes an extremely thorough induction, appraisal system and training programme for individual staff members. This means that staff are very well supported and are fully aware of their roles and responsibilities. Many staff have specific responsibilities in their designated roles. There are also staff incentives which value and encourage contributions such as, display of the month and suggestion of the month and length of service is also rewarded. These aspects of recognition are

reflected in everyday practice and add to the smooth running of the nursery in which children are extremely settled and secure.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection there was a recommendation made to obtain parental consent to seek any necessary medical advice or treatment and ensure parents are clearly made aware of this. The nursery education recommendation related to children's understanding of early addition and subtraction in practical activities and situations.

These have been achieved. The consent information is held on the individual child's registration form. As a result this ensures suitable action is taken for the child in the event of an emergency and gives reassurance to parents. Children are offered various opportunities and are encouraged to count and subtract in many aspects of their play such as when baking and playing games.

Complaints since the last inspection

There has been one complaint made to Ofsted since the last inspection.

Ofsted received concerns in relation to National Standard 1 - Suitable Person and National Standard 12 - Working in Partnership with Parents and Carers. The Complaints, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- improve safety by ensuring heating appliances do not present a hazard within the out of school setting
- revise the child protection statement to include actual procedures to follow along with contact telephone numbers and the requirement to inform Ofsted and update training for manager and designated person.

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):

- review the use of space and provision for children to facilitate better access and opportunities for all six areas of learning
- provide more opportunities for children to learn about technology and how programmable toys work.

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