



Happy Days South West Limited Truro

Inspection report for early years provision

Unique Reference Number	EY279963
Inspection date	18 January 2006
Inspector	Linda Janet Chauveau
Setting Address	Unit 1, Treliske Industrial Estate, Treliske, Truro, Cornwall, TR1 3LP
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Registered person	Happy Days South West Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Happy Days Treliske, Truro is one of the chain of nurseries run by Happy Days South West Ltd. It opened in 2004 in its present capacity, and operates from purpose built premises. It is situated in Treliske Industrial Estate, close to Treliske Hospital, in Truro, Cornwall. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 until 19:00 for 51 weeks of the year. All children share access to a secure enclosed play area.

There are currently 58 children from birth to 5 years on roll. Of these, 20 children receive funding for nursery education. Children come from a wide catchment area. The setting currently supports children who speak English as an additional language.

The nursery employs 11 staff. Over half the staff have early years qualifications to National Vocational Qualification Level 2 or 3. There are two staff currently working towards qualification. The setting receives support from an advisory teacher employed by the nursery chain and from the local authority. The nursery is a member of the Kernow Association of Day Nurseries (KADN).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for by staff who have a thorough understanding of the nursery's health and hygiene policies. They follow good practice when changing nappies and act with sensitivity when changing children's wet clothes following accidents. Children are kept safe from infection as staff diligently clean the playrooms and toilet areas regularly throughout the day. Children's health is safeguarded by staff who hold current first aid certificates, complete suitable accident and medication records and take note of information about children's health and dietary needs.

Older children are becoming independent in self-care skills, for example, washing their hands after visiting the toilet and messy play activities. They learn about the importance of personal hygiene as they discuss what will happen to them if they do not keep their hands clean. Children know that they must put their coats on to keep warm when playing outside. Younger children are well supported by staff who work with key age groups. Their health and well-being is promoted as staff follow individual routines for rest and feeding.

All children have regular opportunities to learn about keeping healthy by enjoying exercise and time spent in the fresh air. The use of large play equipment and wheeled toys helps to develop physical skills. Planned activities to develop strength and spatial awareness include yoga and music and movement sessions. Children competently use a range of tools, for example, scissors, cutlery, glue spreaders and paintbrushes, to develop small muscle control.

Children have a healthy diet at the nursery. A nutritious hot cooked meal is served each day. Children enjoy serving their own vegetables and selecting and cutting their own fruit at snack and meal times. Fresh drinking water is available for all children throughout the nursery. Older children are encouraged by staff to take drinks after strenuous activities and younger children are offered drinks at regular intervals.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean and generally well-maintained environment, which is

organised to enable children to move around freely and in safety within designated areas. Younger children play with a good variety of well-presented toys and activities at floor level and with support at tabletop to enable safe and easy access. Older children have opportunities to access toys and resources from storage units and cupboards. However, older children are not always able to make successful toy selections during independent play, as picture labels do not match the contents of storage boxes. Outdoors, children play safely in a secure area covered with a safety surface.

Children benefit from a good range of safety measures, for example, external doors are fully secured and all access to the premises is carefully monitored and vetted by the managers. Staff follow risk assessments to ensure that the premises and equipment are safe for children's use. Children are kept safe by staff because they follow and comply with the nursery's comprehensive health and safety policies.

Children are protected from persons not yet checked for their suitability. Staff who have not yet completed their vetting procedures understand their responsibilities within the nursery to keep themselves and children safe. The managers ensure that minimum adult to child ratios are met; as a result children are safe and adequately supervised. Children are protected from possible abuse or neglect. Management and senior staff co-ordinate child protection issues. The nursery managers have a reasonable understanding of the procedures to follow if they have concerns about a child. However, they are not confident about the procedure to follow to make a referral if they were unable to contact support at head office.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. Younger children achieve well due to key staff's good understanding and implementation of the early years guidance, the Birth to three matters framework. They use the guidance effectively to plan a stimulating environment for children's care and learning. Senior management use the Foundation Stage curriculum guidance to plan an education curriculum; however, this is presented less effectively to older children.

All children arrive happy and eager to participate. Staff use sensitive strategies to help children settle in. Younger children have good opportunities to develop through warm and close relationships with staff. They enjoy taking part in singing and action rhymes, listening to stories and exploring a variety of media such as paint and dough. Small babies explore a variety of natural materials in treasure baskets. All children benefit from caring relationships with staff, who are sensitive to their needs, interested in them and offer lots of praise and encouragement. Children are learning to play well together, to share and be thoughtful of each other.

Nursery Education.

The quality of teaching and children's learning is satisfactory. Children follow a planned curriculum, which is designed to cover all areas of learning and links to the stepping stones towards the early learning goals. Weekly target activities focus on

key learning intentions. The lead practitioner makes extensive records on children's progress, but it is not clear how these records are used to plan the next steps in children's learning. Senior staff have identified this as an area for improvement. The lead practitioner for nursery education is responsible for presenting and delivering the curriculum and daily routines. She has a satisfactory understanding of the Foundation stage and the purpose of activities offered; however, staff working with her do not demonstrate the same knowledge.

The daily routine is not always organised effectively to promote children's learning. Some adult led activities are not appropriate for the age and stage of development of children attending. As a result, children's interest is not fully engaged and they become bored and restless. Free choice play is offered but is not always easily accessed by children, due to inappropriate labelling and positioning of storage boxes and resource units. A recent monitoring visit by support staff highlighted areas for improvement in the education programme and an action is being developed to address these issues.

Children are developing confidence and are familiar with the nursery routines. They are learning to look after themselves, for example, putting on coats when going outside. They follow simple instructions with enthusiasm, for example, when serving their vegetables at lunchtime and tidying up during the sessions. They are starting to recognise their own names when selecting their name card at registration time and have opportunities to practice mark-making skills at the role-play and literacy areas. Adult led activities planned to help children trace and write their own name and learn the initial sounds of letters are not appropriate for the children's present level of ability. Children enjoy listening to stories and joining in with familiar songs and nursery rhymes.

Children are developing an awareness of number, learning to recognise numerals, experimenting with tape measures in the role play areas. Staff do not use language during everyday routines, such as snack time and registration, to reinforce children's awareness of number and calculation. Staff use daily routines to develop children's awareness of a sense of place and time as they discuss the weather and days of the week. Children are competent users of computers, using the mouse to create patterns. They operate remote controlled toys with enthusiasm. They show interest in people familiar to them as they discuss home life with staff and have planned opportunities to learn about the wider world. Children enjoy developing their imaginations in the role-play area, using a range of props and dressing up clothes. They use a range of tools, such as scissors, brushes and spreaders, to construct in two and three dimensions. They use a variety of media, paint, glue, dough and collage materials.

Helping children make a positive contribution

The provision is good.

Children have good relationships with staff and each other. Key staff have a sound knowledge of children's individual needs. Children are warmly welcomed into the nursery; staff follow a comprehensive settling in procedure and, as a result, new

children quickly integrate with their peers. Children's behaviour is generally good, older children respond willingly to simple instructions, for example, when tidying up, handing out plates or choosing activities. Good behaviour and table manners are praised and encouraged by staff. All staff act as calm role models and lead by setting good examples.

Children have opportunities to learn about their local community and the wider world through planned activities. There are sufficient resources available to develop children's understanding of other cultures and lifestyles. Children with English as an additional language are helped to integrate into the nursery; staff use bi-lingual signs in the playrooms to help overcome initial communication difficulties. Staff are aware of the nursery's procedures to support children with additional needs and would liaise with any outside agency should this be required. The nursery fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. This contributes to children's well-being at the nursery. Comprehensive enrolment information and a prospectus for parents cover all operational aspects of the nursery. Staff obtain information from parents on their child's capabilities and preferences during thorough settling in interviews. Parents receive on-going information about the education curriculum, which also suggests activities to promote children's learning at home. Parents are invited to attend open days to look at developmental records and discuss children's progress. All parents are kept fully informed about their children's time at the nursery through verbal feedback and daily record sheets completed by key staff. Information about the nursery is also available in the reception area and through regular newsletters. Parents' feedback indicates that they are very pleased with the quality of care provided.

Organisation

The organisation is satisfactory.

Children attending the nursery benefit from the staff's ability to present a well-organised environment. They make good use of the space available to initiate their own play, to be active or to rest. Staff know their roles and responsibilities and implement daily routines to give children a broad range of experiences. All legally required documentation that contributes to children's health, safety and well-being is in place and regularly reviewed. Senior management take responsibility for ensuring that all policies and procedures are up to date and implemented within the nursery group. They have introduced robust recruitment and vetting systems for all newly appointed staff. However, they have not notified Ofsted of changes to managers at the setting within the required timescales.

Children's records and nursery documentation is stored securely and confidentiality is maintained. The manager shows a sound awareness of the need to maintain accurate and up to date records. Clear registration systems are in place to show that adult to child ratios are being met. Suitable contingency arrangements are in place to provide emergency cover.

The leadership and management of the nursery is good. Children benefit from being

cared for by a committed and qualified staff team. The nursery owner and lead teacher, employed by the setting, have a clear vision for education within the nursery. Staff providing nursery education are monitored effectively to assess the suitability of the education programme. Weaknesses are noted and addressed through action plans and support visits by senior staff. The owner and senior management of the nursery chain are supportive of staff, and act as very good role models to motivate staff teams. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since 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):

- ensure that all resources and equipment accessed by older children are presented and maintained in a safe and suitable manner
- ensure that Ofsted is informed, either in advance or as soon as is practicable, but no later than 14 days after the event has occurred, of any changes which relate to requirements stated in the National Standards.

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):

- ensure that staff implement the comprehensively planned curriculum in a manner that offers children a range of age appropriate, stimulating and challenging planned and daily routine activities.

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