



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY279992

DfES Number: 545242

INSPECTION DETAILS

Inspection Date 24/01/2005
Inspector Name Nikki Whinton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Happy Days South West Limited Treloggan
Setting Address Treninnick Hill
Newquay
Cornwall
TR7 2SR

REGISTERED PROVIDER DETAILS

Name Happy Days South West Limited 4802038

ORGANISATION DETAILS

Name Happy Days South West Limited
Address F2 Business Park
Treloggan Industrial Estate
Newquay
Cornwall
TR7 2SX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Happy Days Nursery at Treloggan is owned by Happy Days South West Ltd. It opened in September 1999 and operates from purpose built premises on the outskirts of Newquay. A maximum of 26 children may attend the nursery at any one time. The setting is open each weekday from 08.00 until 18.00 for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 47 children aged from birth to under 5 years on roll. Of these, eight children receive funding for nursery education. Children come from the local area and attend for a variety of sessions.

The nursery employs seven staff. All of the staff, including the manager, hold appropriate early years qualifications. Four staff are currently working towards further qualifications.

The setting has achieved an Investors in People Award and the Cornwall Early Years Development and Childcare Partnership's For One Child and All Children quality assessment award.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Happy Days at Treloggan provides good quality provision, which helps children to make generally good progress towards the early learning goals. Personal, social and emotional development is a particular strength of the setting. In this area, children's progress is very good.

The quality of teaching is generally good. The staff plan and provide varied, interesting, practical activities to support children's learning. However, the assessment programme is not always used effectively and some children are not sufficiently challenged. Art activities tend to be prescriptive and mathematical problem solving skills are not routinely promoted. The staff know the children well and have a positive relationship with them. They act as very good role models, manage children's behaviour skilfully and actively encourage their growing confidence, independence and self esteem.

The leadership and management are generally good. The group benefits from the training, enthusiasm and ability of the recently appointed foundation stage lead practitioner. The new staffing team are working well together. The setting does not effectively monitor the assessment programme. However, the management team have a good awareness of the nursery's strengths and areas for development. They are committed to offering quality provision and are putting appropriate strategies in place to support ongoing improvement.

The partnership with parents and carers is very good. Parents are provided with regular, very comprehensive information about the setting and its educational provision. They are kept advised of children's progress and achievements through formal meetings and routine discussion. Parents are invited to contribute to assessments and are encouraged to become actively involved in their child's learning.

What is being done well?

- The children have very good social skills, demonstrate genuine consideration for others and are successfully learning how to share resources and take turns. They behave extremely well and are forming positive relationships with staff and peers. Children are confident and well motivated, effectively developing their independence through the daily routine.
- The staff are motivated, enthusiastic and work successfully together as a team. They act as very good role models and support children well in developing their self assurance. The staff interact positively with children and ask them good indirect questions to make them think, reinforce and extend their learning.
- The staff have a positive partnership with the parents. Parents are invited to

share with staff what they know about their child to aid initial and ongoing assessment. They are kept very well informed about planned activities and children's ongoing progress. Parents are regularly encouraged to become actively involved in their child's learning, both within the setting and at home.

- The children have regular, stimulating opportunities to investigate how objects work, identify features of living things and observe patterns and changes in nature. They enjoy exploring the natural world and welcome meaningful visitors to the setting to help them increase their awareness of the area in which they live.
- The children have a good range of vocabulary. They use speech very confidently when discussing their thoughts and ideas with peers and adults. Children are developing their awareness of letter sounds through practical activities and are successfully learning to recognise familiar words in print.

What needs to be improved?

- the staff's programme for assessment, to ensure regular written observations of the children are undertaken across all areas of development and cluster groups. Use the information obtained from assessment to plan for individual children's future learning, particularly for children who learn more quickly
- the staff's provision of opportunities for children to initiate and develop their own imaginative and creative ideas during art and craft activities
- the staff's provision of opportunities for children to calculate and to solve simple mathematical problems as part of the daily routine.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave very well. They have good social skills and demonstrate genuine concern for their friends, such as when spontaneously pouring drinks for their snack table neighbour. They are able to share resources successfully and take turns. Children are forming positive relationships with staff and peers. They enthusiastically discuss their news, 'I went to the beach at the weekend', 'I've got lots of babies at home'. Children are confident, independent and well motivated to learn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have a good range of vocabulary, which they use confidently when speaking to peers and adults. They are learning to recognise letter sounds, quickly identify familiar words in print and enjoy regular whole group story sessions. However, children rarely explore books spontaneously. They have limited chances to practise their mark making as part of their play and children who learn more quickly are not sufficiently challenged during early writing activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and accurately, such as when counting children present or shells in the sand tray. They are learning to recognise numbers as labels through activities including, playing with calculators and throwing bean bags into numbered triangles. They take part in meaningful opportunities to develop their understanding of shape, space and measure. However, children have limited chances to calculate or solve simple problems. Children who learn more quickly are not challenged.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children regularly design and build with a variety of construction materials. They go on outings, such as to the duck pond, zoo, boating lake and library to help develop their awareness of the local area. They love exploring treasure boxes and become enthralled watching light dancing on the pavement whilst playing with multi coloured windmills. However, children do not always have the chance to play with information and communication technology resources that work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move freely and confidently. They show good spatial awareness, such as when finding a space at story time or lining up for outdoor play. Children realise the importance of good hygiene practices and the need to be suitably dressed for inclement weather. They have good hand to eye coordination and have stimulating chances to further develop their skills. However, older or more able children are not always sufficiently challenged during activities to promote large muscle development.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have varied opportunities to explore colour, texture, shape, form and space. They can confidently sing a repertoire of songs from memory and have regular chances to develop their musical awareness and to explore a variety of musical instruments. They thoroughly enjoy using their imagination whilst engaged in role play. However, children do not routinely have the chance to take part in planned art and craft activities which are child centred.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the programme for assessment, to ensure regular, written observations of the children are undertaken across all areas of development and cluster groups. Use the information obtained from assessment to plan for individual children's future learning, particularly for children who learn more quickly
- improve the provision of opportunities for children to initiate and develop their own imaginative and creative ideas during art and craft activities
- increase the provision of opportunities for children to calculate and to solve simple mathematical problems as part of the daily routine.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.