



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254098

DfES Number: 583060

### INSPECTION DETAILS

Inspection Date	05/07/2004
Inspector Name	Lindsey Ann Cullum

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Happy Days Under Fives
Setting Address	Barnham Broom Primary School Norwich Road Barnham Broom Norfolk NR9 4DF

### REGISTERED PROVIDER DETAILS

Name	The Committee of Happy Days Under Fives 1053908
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### ORGANISATION DETAILS

Name	Happy Days Under Fives
Address	Barnham Broom Primary School Norwich Road Barnham Broom Norfolk NR9 4DF

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Under Fives Group has been established since 1996. It is a committee run facility which operates from a mobile within the grounds of Barnham Broom Primary School and serves the local school catchment area.

There are currently 12 children from 3 to 5 years on roll. This includes 2 funded 3-years-olds and 10 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs however have no children attending who speak English as an additional language.

The group opens Monday to Friday, during term time only. Sessions are from 09:00 to 11:45. Happy Days Under Fives also operates sessions within the nearby Village Hall for younger children.

Happy Days Under Fives Group employs 6 part-time members of staff who may work in either registered facility. One member of staff holds a teaching qualification whilst two staff are currently undertaking NVQ level 2 training. All staff have childcare experience.

The group has close liaison with the school which helps to ensure a smooth transition for children into the reception class. They receive support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Happy Days Under Fives Group provides good quality care for children.

The group have sole use of a mobile that is welcoming and geared to the needs of young children enabling them to feel secure. An action plan is in place for staffing. A well-planned, broad range of activities is available daily that encourages children's learning in all areas. The group are continuing to develop their resources, which raise children's awareness of the wider world. Topics are very well resourced, staff provide interesting activities which engage the children and provide additional

learning experiences. There is a good balance of free play, with some structured time for story, songs and snack-time. Good use is made of outdoor space to offer children opportunities for physical play as well as topic work such as seed planting.

Staff have a secure knowledge of health and safety and specific risk assessments are undertaken. Staff are vigilant and use simple explanations to teach children about safety. Good hygiene practices are in place with policies to support these, but there is no procedure for new staff to receive an induction to become familiar with group policies. Snack-times are social occasions. There is an emphasis on healthy eating and varied foods may be introduced as part of the planned topic. Staff are competent at identifying children with special needs and plan provision so all children have access to appropriate experiences. Staff communicate well and are supportive.

Warm, caring relationships are established with children who are happy within the pre-school. Children's independence is encouraged through everyday routines. Staff are excellent role models for children's behaviour, they are sensitive and consistent strategies are in place.

The group has built positive relationships with parents and maintain close liaison to keep parents up to date on their child's progress. Clear documentation is in place, which supports the running of the group.

#### **What has improved since the last inspection?**

Since the last inspection the group have undertaken risk assessments of the premises and made sure the outside area is safe for children. Policies have been reviewed and appropriate amendments made.

The group are continuing to develop resources that promote equality of opportunity and anti-discriminatory practice and are aware of their duty to submit required forms to enable the vetting procedure to be carried out on new staff and committee officers.

#### **What is being done well?**

- Staff are sensitive and responsive to children's needs. They encourage children to contribute their own ideas and value children's input. They ask open ended questions which encourage children to think and build children's confidence and self-esteem. Topics are well planned and include varied resources to engage children's interest and extend their learning.
- Children are able to select equipment from the age appropriate range which is easily accessible. A balanced variety of activities are available daily which promotes children's development in all areas. Outdoor playspace is well utilised to give children opportunities to run freely, climb or play games and continue with some planned themes such as planting seeds.
- Staff are particularly aware of children's specific needs. They enable all

children to be included by making any necessary adaptations and liaise very closely with parents and other professionals.

- Parents are welcome and their input valued. They are invited to share their interests with children and contribute to topic work. Clear policies are available alongside information on planning and the current topics. Information is regularly shared to promote children's well-being and progress.

#### **What needs to be improved?**

- staff employment procedures, by implementing procedures for staff induction and meeting the requirements of the National Standards regarding staffing and qualifications
- equal opportunities resources, by continuing to develop resources which raise children's awareness of skin tone, language and disability.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
1	Continue to review the current action plan in place regarding staffing qualifications.
2	Introduce procedures for all staff to receive induction training following employment.
9	Continue to develop resources which raise children's awareness of skin tone, language and disability.

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

### How effective is the nursery education?

The provision for nursery education at Happy Days Under Fives is acceptable and of good quality overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development as well as communication language and literacy, mathematics and physical development is particularly well planned and children make very good progress in these areas.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals and plan a balanced range of activities which cover all areas of learning. Staff make excellent use of resources to engage children, introducing the natural environment into topics to extend children's knowledge. Limited use is made of the computer, programmable toys and items from everyday technology to support children's learning. Opportunities for children to listen and explore music are less regularly planned than other creative experiences.

Staff are calm, relaxed and friendly in their management of children, offering positive comments to build children's self esteem. They provide good levels of adult support and enable children of all abilities to take part. Children are confident within the setting and have good relationships with each other and the staff. Assessments of children's progress are regularly undertaken.

The leadership and management of the group is generally good. Staff work well together to plan and provide activities which stimulate children's learning. There is no system in place to evaluate planning and the quality of teaching. The committee are supportive, working with the group whilst new staff are recruited.

The partnership with parents is very good. Parents spend time talking informally with staff, are well informed about forthcoming topics and invited to take an active part. Clear information is provided about the setting and the areas of learning. Assessments are shared with parents and their comments welcomed.

### What is being done well?

- Children are motivated and eager to learn. Staff show them they are valued with regular praise and encouragement and give them the opportunity to develop their confidence and self-esteem by listening and developing their ideas.
- Children with special educational needs are fully included in all activities. Staff actively seek information on the children's specific needs and include in their planning any adaptations that need to be made to enable children of differing abilities to take part. They work in close partnership with parents and outside agencies to ensure care is appropriate and opportunities for learning are maximised.

- Topics and resources are very well planned. Staff acknowledge that children learn through active participation and use props which encourage children's involvement. They incorporate the natural environment and encourage children to use their senses to explore materials.
- Staff work in partnership with parents. Secure and trusting relationships are formed. Parents are welcomed and their input greatly valued. Clear information is provided on the operation of the group and children's learning experiences.

#### **What needs to be improved?**

- opportunities for children to access information and communication technology
- creative experiences, for the children to explore and listen to music
- the monitoring and evaluation of planning and quality of teaching.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. The action plan has successfully addressed the key issues identified during the inspection.

The group have introduced effective measures to improve the opportunities children are given to count, sort and sequence. Numerals are on display around the provision and children regularly have opportunities to count during songs, free play and adult led activities.

The group have reviewed their system for recording children's progress. These are regularly shared with parents and their comments invited.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are developing confidence and separate well from parents. They are motivated and eager to learn, take an active part in group times and contribute ideas. Children are able to select activities for themselves and maintain interest in their chosen activity. They display independence in their personal care i.e. toileting, putting on aprons and shoes. Children play well together, share, are kind and caring to one another and are very well behaved. Friendships are forming.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children communicate confidently and express themselves well. There is an emphasis on listening and speaking within the group. Children are able to recognise their name and are beginning to link sounds to letters. They understand that print carries meaning and are able to predict events in stories. Various resources are available for children to write, draw and develop pre-writing skills. Some children are able to form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show an interest in numbers and are increasingly confident when counting and recognising numbers up to 10. They can competently match and sort items and are learning how to add and subtract numbers through practical activities i.e. when acting out nursery rhymes. Opportunities are available for children to explore shape and use language to compare quantity and size i.e. more boys than girls.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and investigate a range of materials i.e. flour, dough, seeds using their senses. Good use of topics enables children to gain an understanding of their own environment and the wider world i.e. breads provided for snack-time. Children are able to construct and use tools for a purpose to create items of their own design i.e. dough play. Limited opportunities are provided for children to explore items used in everyday technology and access the computer.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with increased confidence and co-ordination. Outdoor play enables children to develop skills of climbing, throwing and catching and they initiate different ways of moving around the equipment i.e. swinging under the bars. They are developing skills in manipulating tools such as scissors, dough cutters, pencils and brushes. Projects encourage children's understanding of themselves and they demonstrate increasing awareness of their own needs i.e. toileting, eating.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children use their imagination in role play and stories. They are able to communicate their thoughts and ideas and use these for craft work i.e. painting. They explore a range of textures such as different types of dough, sand, water, seeds, paint and mix colours during painting . They enjoy tasting new foods during snack time and are able to say what they like and dislike. Limited opportunities are planned for children to match music to movement and explore sound patterns.</p>	

**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

- increase opportunities for children to access information and communication technology
- maximise on opportunities to introduce music
- introduce a system to monitor and evaluate planning and the quality of teaching

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*