



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY277671

DfES Number: 545314

### INSPECTION DETAILS

Inspection Date 22/11/2004  
Inspector Name Linda Janet Chauveau

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care  
Setting Name Treloweth Integrated Neighbourhood Nursery  
Setting Address Treloweth C.P. School  
Higher Broad Lane  
Redruth  
Cornwall  
TR15 3JL

### REGISTERED PROVIDER DETAILS

Name Happy Days Day Nurseries Ltd

### ORGANISATION DETAILS

Name Happy Days Day Nurseries Ltd  
Address Hylton  
Lanvean, St. Mawgan  
Newquay  
Cornwall  
TR8 4EY

## 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

Treloweth Integrated Neighbourhood Nursery is one of 13 nurseries run by Happy Days Nurseries Ltd. It opened in 2004 and operates from the nursery building and the Pirates Clubroom sited on Treloweth C.P School. It is situated in Redruth, in Cornwall. A maximum of 65 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 89 children from birth to 8 years on roll. Of these 21 children receive funding for nursery education. In addition children aged up to 14 years may attend The Pirates Out of School Club. Children come from the surrounding areas. The setting currently supports a number of children with special educational needs.

The nursery employs 11 staff. All staff have early years qualifications to NVQ level 2 or 3. The setting receives support from an advisory teacher employed by the nursery and from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

Treloweth Integrated Neighbourhood Nursery provides good care for children.

This is a very well-organised nursery where children are cared for by a committed and well-qualified staff team. All staff are clear about their roles and responsibilities within the nursery and are provided with good support by senior management and the nurseries proprietors. Good use is made of the space available to provide a stimulating and well laid-out environment. A variety of well-presented toys and activities support the planned curriculum offered throughout the nursery. Very comprehensive documentation underpins the effective operation of the nursery.

Staff have a good understanding of safety issues and the nursery is very secure. Staff use good levels of supervision and children's safety is a priority. Staff are active in promoting health and hygiene and children learn the importance of this through

their daily routines. Healthy eating is encouraged and children's individual dietary needs are met well. Children with additional needs are supported by nursery staff. Staff have an adequate understanding of child protection issues and the manager is aware of action to take if concerned about a child in her care.

Children are happy and well-supported at the nursery. Staff plan an effective curriculum that enables children to develop and progress. Planning for children aged under three is starting to incorporate the national framework for children aged birth to three years. Staff manage children's behaviour well. They use praise and encouragement to build children's confidence, They interact well with children and become involved in their play.

The nursery has good relationships with parents, who are happy with the care provided. They are kept informed through notices, newsletters and daily updates. Operational information is available but not formally acknowledged by parents. Parents have opportunities for individual discussions on progress and development.

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

Not applicable

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

- There are comprehensive operational policies and procedures for the nursery. Staff's understanding and implementation of them underpins the smooth running of the nursery.
- Good use is made of the space available to provide children with a stimulating and exciting environment. A well-cared for variety of toys and resources support a well-planned curriculum in all areas of the nursery. The committed staff team presents the curriculum competently throughout the nursery.
- Staff manage children's behaviour well. They set good examples and enjoy spending time with children. They use appropriate methods to encourage children's good behaviour. This develops children's confidence and self-esteem.

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

- the system to inform parents about the nurseries operational policies.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**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
12	continue to develop systems to ensure that parents are made clearly aware of policies and procedures relating to the operation of the nursery.

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

### How effective is the nursery education?

Treloweth Integrated Neighbourhood Nursery provides high quality nursery education where children enjoy learning through a wide variety of well-planned and resourced activities. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Comprehensive curriculum planning links to the stepping stones towards the early learning goals, challenges are included for more able children. Staff manage children very well and have good relationships with them. Activities are presented in a stimulating and well-organised environment, where children are able to make choices and develop their independence. The secure outside play area is used well to promote children's physical skills. Staff assess children's progress against the stepping stones and use this information to plan individual attainment targets for children.

The leadership and management of the nursery are very good. The nursery owner and senior staff provides excellent support. An effective mentoring and appraisal system is in place. Professional development is encouraged using in house training sessions and external agencies. The nursery manager has developed a committed staff team. Staff implement the advice of other professionals in order to improve the quality of education offered. The leader makes evaluations of her planning to ensure that practice continually evolves and improves.

Partnership with parents is very good. Informal systems enable parents to share with staff what their child knows and can do before receiving nursery education. At present there are no formal records kept of this information. Staff take time to talk with parents on a daily basis and they are well-informed about nursery activities. Information sheets and newsletters enable parents to continue learning at home. Parents are invited to discuss their children's progress at biannual reviews.

### What is being done well?

- The quality of teaching is very good. The leader has a good understanding of how children learn. She is skilled in delivering a well-planned curriculum that enables children to progress in all areas of learning.
- Staff are developing excellent relationships with children. They use effective strategies to promote good behaviour and consideration for others. They skilfully integrate new children into the nursery, help them to understand the nursery routines and teach them consideration for others. Their calm and positive manner sets a very good example for children.
- Good use is made of everyday routines to reinforce children's learning. Staff use language well to make links between sounds and letters, to introduce an awareness of calculation and of spatial and positional awareness. Large

group activities enable children to talk about their local environment, enjoy stories, musical instruments and songs.

**What needs to be improved?**

- the systems used to record information given by parents about what their child knows and can do before receiving nursery education.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence and self-esteem at the nursery. Staff know children well and are sensitive to their needs. Children are encouraged to be independent. They choose activities and are learning to take care of their personal needs, such as putting on their coats and washing their hands. Children behave well. They know the nursery routines and enjoy helping tidy-up and serving each other at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy contributing their thoughts and opinions in large group activities. Staff value their participation. They are able to recall familiar stories from memory and enjoy sharing books with staff. They are starting to learn that print carries meaning from the variety of posters, labelled art-work and captions displayed around the room. Children are given many opportunities to recognise their own name. They are starting to develop the skills needed for handwriting.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff make good use of the daily routine to introduce mathematical concepts. Children are able to count and use number up to 10, and some beyond. Their understanding of number and calculation is reinforced as they take part in tasks such as laying the table for snack. Staff use language to introduce an awareness of space, size and shape during planned activities, such as comparing sizes of candles and using magnetic shapes to make patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children notice changes, such as a candle being lit and rubbing wax on paper. Children enjoy operating torches to explore the effects of light. They are starting to use simple technology, developing an awareness of the computer and cassette player. They are able to make models using construction sets and a variety of recycled materials, glue and tape. Group activities help develop children's awareness of time and place, and of other cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to develop their physical skills. Outdoors they can climb and slide; manoeuvre wheeled toys using various parts of their bodies; and throw and catch balls. Indoors, staff use large group activities to develop large muscles and co-ordination as children hop, jump and balance. They talk about how their bodies feel, such as getting hungry or feeling their hearts beat. Children are using small tools such as cutlery, scissors and pens with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Staff plan activities to enable children to experience a variety of media. They make 2 and 3 dimensional models using dough, sand, paper, paints and glitter. Children participate in music sessions with enthusiasm. They play instruments to beat out rhythms, loud and soft sounds. Staff encourage children to sing songs from memory. Children are developing their imaginations through daily play activities, such as the role play, "toy shop", which is supported by a good variety of props.

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



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to improving the following:
- the systems used to record information given by parents about what their child knows and can do before receiving nursery education.

*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.*