



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 400119

DfES Number: 524387

INSPECTION DETAILS

Inspection Date	11/05/2004
Inspector Name	Carol-Anne Shaw

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Happy Days Nursery
Setting Address	104 Gordon Street Scarborough North Yorkshire YO12 7RX

REGISTERED PROVIDER DETAILS

Name	Ms Moira Willgrass
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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 Nursery opened in 1988. It operates from four rooms on the ground floor of a Victorian house mid way between Seamer Road and Scalby Road, within walking distance from town. They have access to a small outside play area. Happy Days Nursery serves the local and surrounding areas.

There are currently 58 children from three months to under five years on roll. This includes 15 funded three-year-olds and 6 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports no children with special needs or English as an additional language.

The group opens five days a week all year round, closed bank holidays and Christmas week.

Sessions are from 08:00 until 17:45.

Eight staff work with the children. Half of the staff have early years qualifications to NVQ 2 or 3. Four staff are working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Happy Days Nursery provides good day care for children. The organisation of the group is good, with effective systems, policies and procedures in place for the safe management of the group. Half the nursery staff have early years qualifications, with the others working towards NVQ 2. The premises meet the needs of the children attending. The environment is welcoming with children's work displayed. The equipment is accessible and appropriate for all age groups.

The safety of the nursery is underpinned with effective procedures for staff, risk assessments are completed appropriately. The hygiene in all areas is good. Children are encouraged to learn about individual personal hygiene through daily routines.

The arrangements for food is satisfactory, allergies and special diets can be managed. There are systems in place to welcome children with special needs. There is a satisfactory awareness of child protection issues.

The care learning and play is good in most sections of the nursery, offering a wide range of interesting, topic based play/learning opportunities linked to children's developmental stages. The quality of the planned activities is good, staff are aware of how children learn through play and use everyday activities to build children's knowledge and understanding. Children are confident and settled in the nursery. Care for the under two's is good, individual home routines are followed for the younger children.

Children's behaviour is good, staff are consistent and work as a team to promote good manners.

Partnership with parents is good. Staff inform parents on a daily basis of what children have done in the day. Children's assessments are shared with parents and they are encouraged to share what they know about their child to support staff. Information about topics and how parents can support their child's development is available.

What has improved since the last inspection?

All actions have been completed effectively. At the last inspection a number of documents were not available, these are now in place. The safety issues have now been fully addressed.

What is being done well?

- The staff in the baby room are very good at providing a calm, caring environment for the younger children to develop and progress. Children are settled, routines are met with ease. Opportunities for creative play is available and children have access to sensory experiences.
- The environment is well organised for children. The rooms are bright and welcoming with children's work displayed. Equipment is well set out and there is a good range of appropriate activities planned. Children are able to choose and access equipment for themselves, promoting their independence and imagination. Outside play is valued and enjoyed by all children.
- Staff manage behaviour well, they promote good behaviour with positive encouragement and praise and children's behaviour is good. Children are caring and considerate towards one another, share equipment and take turns.
- The staff relationship with parents is good. Information is shared on a daily basis, both verbally and a home book for the babies. Information specific to each child helps staff settle children into the nursery with ease.

What needs to be improved?

- the arrangements for the two to three year olds
- access to the policies and procedures by parents
- the outdoor environment.

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
3	Plan a range of activities and play opportunities for children's overall development for the 2 to 3 year olds.
4	Develop the outside area to provide an environment in which children can explore and investigate.
12	Ensure parents have easy access to policies and procedures.

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

How effective is the nursery education?

Happy Days Nursery provides a welcoming atmosphere where children settle well so that overall they make generally good progress towards the early learning goals. Children make very good progress in personal social and emotional development, communication language and literacy and knowledge and understanding of the world. In mathematical development, physical development and creative development they are making generally good progress.

The quality of teaching is generally good. Staff have good knowledge of the foundation stage, enabling them to plan an appropriate and effective range of activities to support children's learning. Planning overall is good with the sessions running smoothly. The resources are used well to develop children's free choice and independence. Effective staff questioning and supportive responses encourage children to extend their learning and express themselves confidently. Staff provide good role models for the children to follow and they manage behaviour well. Assessments for all children are regularly completed by staff and are used to inform future planning in most areas of learning.

The leadership and management is generally good, the owner supports the manager. Staff are encouraged to attend training, which has helped staff become familiar with the foundation stage. Staff are aware of their roles and responsibilities, resulting in the sessions working well. The monitoring of the provision is able to evidence what the nursery is doing well in most areas and what improvements need to be made.

Partnership with parents is generally good. Parents are provided with information about the nursery and the topics their child is covering. They are encouraged to share what they know about their child and are invited to view their children's records. The parents who have attended open evenings have been informed about the Foundation Stage and their child's attainment and progress.

What is being done well?

- Staff give a high priority to children's personal, social and emotional development, as a result children are confident and relationships are very good, they interact well with each other, staff and other adults.
- The behaviour of the children is managed well and children's behaviour is good. Children are learning to be caring and considerate towards each other, share equipment and take turns. Staff promote good behaviour with positive encouragement and praise.
- The range of practical everyday activities are effective in giving children lots of opportunities to practice their knowledge of number and extend their vocabulary.

What needs to be improved?

- Opportunities for the children to use simple calculation through everyday, fun practical activities and rhymes.
- Opportunities for children to develop their own creative ideas and imagination.
- The planning of activities to promote the development of children's large physical skills.

What has improved since the last inspection?

At the last inspection there were two key issues; to provide more opportunities for older children to listen to stories without the distraction of younger children. Generally good improvements have been made.

To provide more opportunities to develop children's knowledge and understanding of rhyming words and sounds. This is now included in the curriculum planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn, they are building self-confidence and are forming good relationships with both staff and children. The behaviour of the children is very good, they respond well to the staff's consistency and praise. The children are developing a sense of community, learning to share and take turns, and emerging independence is being encouraged.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to express themselves clearly, individually or in group discussions. Children are able to link sounds to letters, the four year olds are confident in letter sounds. Early reading skills are promoted by children handling books and attentively listening to stories. There are good opportunities to experiment with mark making and writing in everyday play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Through a range of planned activities children's counting skills and number recognition are effectively promoted, however planning has not included simple calculations, resulting in a missed opportunity to extend learning for the more able children. The three year olds can count and recognise to five, the four year olds and more able three year olds to ten and beyond. Planned activities introduce children to shape, pattern and measure. All children enjoy number songs and rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to explore and investigate, features of living things, the world and making use of the outdoor area to grow plants. They are developing increasing information technology skills with the computer. children are being given good opportunities to build and construct through a wide range of materials and resources, which they can select independently.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are discovering different ways of moving their bodies. They move confidently and have good control of their movements. Staff encourage children's awareness of space and children are able to negotiate space while playing together. However, planning is not focused to individual children's development stages, missing opportunities for children to extend their learning.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's imagination is stimulated through role play activities including planned changes to the home corner area to link with topic. Children are able to explore colour and textures and respond in a variety of ways using their senses. In some instances, ideas for creative work is adult led, leading to children's individual imagination sometimes being limited. However all children are developing in their musical skills.	

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

- Provide more opportunities for the children to use simple calculation through everyday, fun practical activities and rhymes.
- Provide more opportunities for children to develop their own creative ideas and imagination.
- Improve the planning of activities to promote the development of children's large physical skills.

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.