



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 507977

DfES Number:

INSPECTION DETAILS

Inspection Date	10/03/2003
Inspector Name	Marilyn Joy

SETTING DETAILS

Day Care Type	
Setting Name	Happy Days Nursery
Setting Address	Water Lane Totton Southampton Hampshire SO40 3ZX

REGISTERED PROVIDER DETAILS

Name	Happy Days Nursery
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ORGANISATION DETAILS

Name	Happy Days Nursery
Address	Totton College Water Lane, Totton Southampton Hampshire

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 opened in 1998. It was previously known as 3T's Nursery. The nursery operates from a building on Totton College campus and serves the local area.

The nursery is registered to provide care for a maximum of 40 children under five years, of these no more than 24 may be under three years, and of these no more than 12 may be under two years. There are currently 63 children from three months to five years on the roll. This includes 12 funded three year olds and three funded four year olds. Children attend for a variety of days and sessions. There are currently no children attending who have special needs. The group supports two children who speak English as an additional language. There are no funded children attending who have English as an additional language.

The setting is open five days a week throughout the year from 8:00 to 18:00. Educational sessions last from 9:30 - 12:00 and from 1:00 - 3:30 during term time.

Nine full time staff and six part time staff work with the children. Thirteen have early years qualifications. The setting receives support from an advisory teacher from the Early Years Development and Child Care Partnership.

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

How effective is the nursery education?

Happy Days Nursery is a welcoming and caring nursery. Children enjoy learning and make generally good progress towards the early learning goals.

Teaching is generally good. Staff use their knowledge of the foundation stage to plan well balanced practical activities which help children make progress towards the early learning goals. There is an interesting and varied range of toys and equipment, and a purpose built outside play area, which is used in all weathers.

Children are encouraged to express their ideas and share experiences. However, there is less challenge for them to develop their mathematical understanding through practical activities.

Leadership and management are generally good. The manager provides strong leadership and a commitment to ongoing staff development. Staff make good use of their training to improve practice. The system to record children's progress and to move them on to the next step of learning is not yet fully developed.

The partnership with parents and carers is generally good. Parents are warmly welcomed into the nursery and kept informed about the nursery through the prospectus, regular newsletters, and by talking to staff, particularly the key worker. They are not yet fully informed on a regular basis about their child's progress, and not always given ideas about how to help their child at home.

What is being done well?

- Children listen to and take part in stories from books and, as a result, they speak clearly and fluently. Staff show an interest in their play and engage the children in conversation.
- Children's knowledge and understanding of the world is good. They learn about their environment through outings, and outdoor activities. They explore a wide range of materials, and learn about how plants grow.
- Children behave well, know how to share, to take turns, and have caring relationships with other children and members of staff.
- Staff work well as a team to provide an interesting range of activities, are good role models and respond positively to children's efforts.
- Strong leadership provides shared aims and ethos. The management structure is committed to improvement through evaluation and staff development.

What needs to be improved?

- daily routines and resources to extend children's learning in mathematics;
- systems to record children's progress and help all children to move on to the next stage of learning.

What has improved since the last inspection?

This section is not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in personal, social and emotional development. They have high levels of independence and self esteem. They relate well to each other and to adults, and know how to share and take turns. They are keen to take part in activities, concentrate well in their play and take responsibility for tidying away.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children make generally good progress in communication, language and literacy. They are confident speakers and engage easily in conversation with each other and adults. Children listen well to stories, and enjoy songs and rhymes in small groups. They are learning the sounds of letters and attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in mathematics. They talk about size and shape and can count numbers up to nine confidently. However, children do not often use numbers in their play or in practical everyday routines or practise adding one more and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children make generally good progress in knowledge and understanding of the world. They are curious and enjoy exploring and investigating objects and materials such as sand, water and play-doh. They learn about their local area by going out and by visiting shops. They also begin to know about another language and different tastes and customs to their own.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in physical development. They regularly use a range of tools and equipment to practise and develop control and co-ordination. They know about hygiene and why it is important to wash their hands.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children develop their senses expressing enjoyment at the variety of different smells during a sensory activity. They take part in a variety of role play situations, using their imagination and creativity. They enjoy singing enthusiastically in a small group.

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

- There are no significant weaknesses to report, but consideration should be given to the following:
- use opportunities in daily routines and practical activities to develop children's mathematical understanding;
- devise and implement systems to record children's progress and to help all children move on to the next stage of learning.

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.