

Happy Days Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Happy Days Nursery opened in 1998. The nursery operates from purpose built premises on Totton College campus in the village of Totton, and serves the local area. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 40 children may attend the nursery at any one time. Children attend for a variety of days and sessions. There are currently 67 children on roll in the early years age group, of these 19 children are receiving funding for nursery education. The setting is open five days a week between 8am and 6pm. The nursery employs 14 staff, most of whom are qualified to level 2 or 3 in childcare. The setting receives support and advice from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the welcoming environment decorated with examples of their own creative work. Generally staff implement sound procedures to ensure children are well cared for and their individual needs are met. Children are making steady progress in their learning and development, however, at times they are not sufficiently supported or challenged during activities.

Some of the previous recommendations have been addressed. However, some with regard to helping children progress in their learning have not been fully met. There are some systems in place to monitor the effectiveness of the provision, however, these are not fully successful in ensuring all areas for development are identified and addressed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the systems for self-evaluation identify strengths and priorities for development that will improve the quality for all children
- ensure the systems to monitor the learning and development of children are effective to ensure the needs of children are met at all times, and all children are progressing in all the areas of learning
- ensure all children are effectively challenged in their play and learning at all times to help them progress
- continue to develop ongoing risk assessment methods to reappraise activities and make necessary adjustments to minimise risk to children
- monitor the evacuation drills so that reasonable steps are taken to include all children and staff in the emergency procedures so that any problems encountered can be resolved
- develop further effective partnerships with other settings to share relevant

information with each other and parents that supports children's learning

The effectiveness of leadership and management of the early years provision

Staff demonstrate a sound understanding of how to safeguard children. They are able to describe possible signs and symptoms of child abuse or neglect and what to do if they are concerned about a child. Appropriate recruitment and vetting procedures are in place and all staff are suitably checked. Since the last inspection there have been changes to the management structure of the nursery and several changes in the staff team. The manager is currently on the premises for part of the week and is supported by a named deputy who is able to take charge in their absence. This system has impacted on the monitoring and evaluation of the setting. Consequently, at times procedures have not been effective in identifying all areas for improvement. The manager is in the process of reviewing some of the policies and procedures, however, not all of these have yet been implemented to improve outcomes for children. All required documentation is in place. For example, accidents are recorded and signed by parents. Registration systems ensure there is a clear record of the times children and staff attend the setting. Visitors are immediately asked to sign the visitors book.

There is a thorough risk assessment regularly carried out of the premises as well as daily checks ensuring security is good. However, staff's understanding of ongoing risk assessment is not always effective in minimising risk to children. For example, staff clean the floor in the play room after a child has had an accident but create a risk of children slipping on the wet floor. Any potential outings are assessed prior to the children going on them.

The environment is welcoming as staff greet the children on arrival and they access a range of age-appropriate resources. Children have some opportunities to learn about the wider world with resources that promote different aspects of our society. Generally, there are adequate procedures in place to ensure the resources are clean and well maintained. However, this is not the case with all equipment particularly in the outdoor area. Good hygiene procedures are in place as staff regularly use hand gel and make sure the kitchen and tables are clean. However, at times systems to ensure the floor is thoroughly clean are not as effective.

Staff have a developing partnership with parents. They seek comments from parents through questionnaires and informal discussions. Settling in procedures are adapted to the individual needs of the child and, parents are asked to complete an 'all about me' form. This contributes towards meeting children's individual needs and the planning of suitable activities. Some parents choose to receive written information about routine activities of the day and others prefer regular informal feedback. In addition newsletters keep them updated with nursery issues. Staff have begun to implement systems to share information with other professionals and settings to ensure consistency in children's care and education.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in the setting. Children's literary skills are supported as they look for their name and replace objects in labelled storage containers. Younger children choose their own stories and concentrate well as they predict what is about to happen. Babies explore textures, shapes and sizes as they investigate objects in treasure baskets. Toddlers enjoy making their own marks and patterns as they explore the feel of paint with their hands and use tools. They enjoy singing action songs and get excited when they sing their favourites.

Staff are developing their understanding of the Early Years Foundation Stage and how to support children in activities to maximise their individual learning and help them progress. A variety of accessible resources including a selection of role play equipment cater for the interests of different groups of children attending. They enjoy dressing up as police officers and others pretend that they are being burgled. The activity is extended by staff as they discuss why some people wear reflective clothing.

Staff plan activities to meet individual children's learning needs. They complete observations and assessments, however, some children's records do not contain accurate information on their progress. Therefore, staff cannot easily identify the next steps in their learning to ensure they are making progress in all areas. Parents have the opportunity to make their own comments and discuss current interests of the children.

Older children explore gloop and extend their learning, seeing what happens when they add more water. Staff miss opportunities to ask open ended questions and talk about what is happening to the gloop.

Children's independence is generally supported in their personal care. However, children's independence at snack time is not always promoted particularly with the older children. Children have some activities to count and calculate, however, these are not regular during everyday routines to reinforce their learning.

Some children have regular opportunities to use the well resourced outdoor area which supports their physical development. This includes making dens, playing with sand and water, climbing, balancing and riding on wheeled vehicles. However, there are less opportunities for free flow between indoors and outdoors.

Children's behaviour is appropriate for their age and stage of development. Children are praised for sharing and helping to tidy up. Generally children are confident to look for adult support. Babies are reassured as activities change and staff cuddle them. However, some older, less confident children are not supported sufficiently during the transition period into a different room. Children are developing an understanding of diversity as staff report they celebrate different festivals if they have children attending that they are pertinent to.

Children are developing their self-care skills when they wash their hands with liquid

soap before they eat and after using the toilet, however, several children are left with runny noses and less consideration is given to supporting them in how to clean them. Staff ensure young babies have clean sheets and are closely monitored when they sleep. Children benefit from the healthy snacks and meals that the cook freshly prepares for them including a variety of fruit and vegetables. However, there are limited opportunities for children to talk about healthy eating. Children are developing some awareness of safety including when they climb on outdoor equipment, however, there is no system in place to ensure all children have the opportunity to take part in practise fire drills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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