

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Happy Days nursery was registered in 2007 and is one of three nurseries owned by the same proprietor. It operates from four rooms in a large three storey building. A maximum of 54 children may attend at any one time. The nursery is open from 7:30 am to 6 pm and only closes for bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 78 children on roll all of whom are in the early years age group. Of these, 19 children receive funding for early education. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with special educational needs and/or disabilities. They are able to support children for whom English is an additional language.

The nursery employs 15 staff all of whom hold appropriate early years qualifications. Two staff are working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and feel safe and supported by the nursery staff. They are provided with a good range of play activities which ensures they are making progress in all areas of learning. Staff have a good understanding of the Early Years Foundation Stage and parents are encouraged to be fully involved in all aspects of their child's care and learning. Well-written policies and procedures underpin the nursery's practice, however, resources to support equal opportunities are limited and meal times are not managed appropriately in all rooms. There are effective partnerships with parents, outside agencies and other providers and the nursery has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the range of resources to help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues
- increase opportunities for children to recognise the importance of keeping healthy, and those things which contribute to this
- ensure meal times are treated as an opportunity to promote children's social development and to enable children to handle tools for example knives.

The effectiveness of leadership and management of the early years provision

Staff are well-informed about procedures to keep children safe including the requirements of the Local Safeguarding Children Board and all staff hold enhanced Criminal Records Bureau checks. The majority of policies, procedures and documentation for the effective and safe running of the setting are well organised and effectively implemented. However, the management of meal times is not consistent across the nursery. Parents are informed of the content of all policies and procedures and copies are available in each room. The indoor and outdoor environments are subjected to thorough risk assessments to ensure any potential hazards to children are minimised. A regular checking and cleaning schedule ensures children are kept safe and the risk of cross-infection is minimised.

The management team and staff have a clear vision for the future of the nursery and have identified areas for improvement and development. These include, extensive renovations to the outside area and frequent updates of their self evaluation. Parents are involved in the nursery evaluations and the nursery responds to parental comments. For example, they have produced information individual to each room for the children moving between age groups and, they have increased the number of stay and play sessions to encourage parental involvement in the nursery. The staff group is very committed to continuous improvement to improve the nursery environment and outcomes for children. Communication both with parents and children is a strength. Parents have access to daily discussions, annual individual meetings and are welcome at any time to make additional appointments to discuss any areas of concern. They are actively encouraged to be fully involved in all aspects of their child's care and learning. The nursery have clear plans and procedures in place to liaise with other settings and schools that children are moving on to.

Staff actively promote the uniqueness and individuality of each child. They provide suitable age-appropriate activities and resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. Nursery staff promote all areas of equal opportunities and inclusion but there are very few resources to support children's independent learning. Staff encourage children to be proactive in their own learning by asking open-ended questions and encouraging children to extend activities.

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

Children make good progress as they enjoy a range of enjoyable activities. They are very settled and relaxed and are given a high level of support that ensures that they develop fully as individuals. Planning ensures children are provided with a good range of creative learning experiences which keep them involved and eager to learn. Information is obtained about children's starting points and this information is updated each time a child moves between age groups. Carefully undertaken observations and assessments of children's progress ensure all aspects

of individual needs are met and, the evidence gathered is used effectively to plan children's next steps.

Children are very confident when exploring the environment both indoors and out. They play a full and active role in their own learning, make choices, decisions and extend activities, with the staff providing support as appropriate. A range of activities help children to understand the wider world as they explore the natural environment. They grow vegetables and the nursery uses these for meals. So children understand the relationship between growing food and eating it. They discuss other cultures, abilities and disabilities and celebrate festivals through a range of art and craft activities, stories and different cultural foods. Children freely express their feelings, ask for help when they need it and willingly share. Children play both independently and together and understand why they need to take turns. The staff are very good at promoting communication skills and this enables children to develop skills for their future. They make good progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, while playing with the dolls house a staff member asks what would be the appropriate item for each room. Children were very eager to tell her what went where. Children were encouraged to name the item and the colour. The staff member extended this by asking the children about their routines at home. Children discussed cleaning their teeth, brushing their hair and then identified all of their facial features. At another activity children discussed the colours of the stacking blocks, how many they had of each colour and how tall they could build the tower until it fell down and excellent use was made of phonics during a practise for the Christmas play when children named an item for all the letters of the alphabet. Children have access to a wide range of writing and drawing activities and their work is displayed. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. They enjoy physical activities and play outdoors daily and in most weathers.

There is clear affection between the children and staff. Children show their understanding of keeping themselves safe through their good behaviour and consideration of each other. They show they understand safety rules as they are careful with resources and eager to help tidy up and place toys in the correct storage boxes.

Children have some opportunities to learn about a healthy lifestyle as staff sometimes discuss what they are eating and the effects of exercise, but staff do provide planned activities to extend children's knowledge. Meal times are not consistently managed across the nursery and few children have access to knives which limits their opportunities for social and physical skills at meal times. Children have access to a good range of outdoor play resources including climbing frames, slides, balls, bikes, scooters and sit and ride equipment. Children's general good health is promoted as staff support children to wash their hands, blow their noses and staff explain why good hygiene practices are important to prevent infection and illness.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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