

# Happy Days Nursery Broadmeadow

Inspection report for early years provision

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**Unique reference number**

EY277588

**Inspection date**

15/02/2011

**Inspector**

Lynne Lewington

**Setting address**

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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 opened in 2004 and operates from purpose-built premises in Teignmouth, in Devon. There are baby, toddler and pre-school rooms, a communal atrium, a soft play room, reception and kitchen area. There is secure outside play area. The setting is managed by sole proprietors who also run two other nurseries in Newton Abbot.

The setting is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. It operates all year round, except for bank holidays, Monday to Friday from 8:00am to 6:00pm. It is registered to care for 50 children from birth to eight years. At present there are 47 early years children enrolled, 18 of whom are three and four years-old and in receipt of funding. The nursery supports children who have special educational needs and children who have English as an additional language. All meals are provided and cooked on the premises. The two proprietors and the Operations officer, who work across all three settings. The nursery is supported by a staff group of eleven and an admin officer. Of these, nine are qualified to the equivalent of National Vocational Qualification level 3 and one is working towards Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good quality staff engagement with families helps to ensure children's individual needs are known and met, enabling, them to make good progress in their learning and development. Staff make excellent use of the attractive environment, high quality resources and ample space to ensure a comfortable, good quality learning environment. Each child is unique and their individuality is valued. Parents and staff are involved in the process of evaluation, consequently, self evaluation is effective and leads to appropriate areas for further development that have a beneficial impact on children's welfare, care and development.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessment and record when it was carried out and by whom; regularly review the risk assessment, at least once year, and include in the record the date of review and any action taken following a review or incident. 01/03/2011

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

- ensure the next steps information recorded is meaningful to help inform staff and parents of the activities and experiences which will encourage children's development
- improve opportunities for children to make links between nursery and home learning

## **The effectiveness of leadership and management of the early years provision**

Most staff demonstrate a confident awareness of the action they would take if they were concerned about a child in their care. A clear safeguarding policy is in place and parents are informed of the settings role in safeguarding children. Records, policies and procedures are well maintained and risk assessments are in place for all aspects of the setting. However, whilst the staff clearly do risk assess and manage risks appropriately the written risk assessments are confusing and not easily understood. Sensible measures are taken to ensure the security of the premises and the suitability of those coming into contact with the children.

The well maintained and spotlessly clean nursery building provides a very attractive environment for young children both indoors and out. The outdoor area provides a secure and interesting safe environment which alters with the seasons as tunnels are made from growing trees. Excellent care is taken to ensure the displays are attractive and informative in the reception areas, providing interactive displays about the Early Years Foundation Stage. The smell of the freshly cooked meals filters through the nursery encouraging the children's appetites and adding a sense of well being in the setting.

Equality and diversity threads through the settings practice ensuring that the service is adaptable and meets the needs of all involved. Positive partnerships with parents are formed through the warm welcome the staff provide and the valuable information they share with parents. Parents are confident and happy with the service provided feeling they can always approach staff if they have any concerns. They feel well informed of their child's progress. Newsletters and reviews all help to keep parents informed. However, currently whilst information is available about the Early Years Foundation Stage there is little opportunity for children to link home and nursery learning. Information regarding children's development is shared with schools on transition. Children enjoyed the visit of policemen to the setting and the setting is planning more opportunities for visitors and outings to enable the children to develop their awareness of their local community. The setting welcomes the advice and support of the local early years service and the national day nurseries association.

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

Staff demonstrate a good knowledge of the welfare requirements and implement effective policies and procedures to promote children's physical, social and emotional well-being. The environment is kept clean through stringent hygiene practices, such as changing into indoor shoes and removing shoes in the baby room. Nappy changing and sleep arrangements are particular to each child, both in timing and in practice enabling individual need to be met appropriately. Healthy nutritious meals, using fresh fruit and vegetables, meat and fish, are cooked on the premises daily. Mealtimes are sociable, enjoyable occasions for the children, where younger children sit with older children enabling them to learn from each other. Children are offered plenty of drinks and access their own cups, which are kept in their room, when they are thirsty.

Children are confident and curious in this setting. They are active learners and positively encouraged to behave in ways that are safe. For example, they learn how to use and carry scissors safely. They help themselves to items from labelled storage drawers and from equipment attractively displayed. Staff make good use of observation and assessment systems to plan for individual children in most rooms. However, development records indicate that on occasions insufficient consideration is given to the identification of the next steps in children's learning particularly in the preschool room. Generally staff provide enjoyable and challenging experiences which are well-matched to children's interests and needs. The range of activities covers all areas of learning. Therefore, children achieve well, both indoors and outdoors. For example, a story and discussion sparks an idea for a treasure hunt. Children prepare treasure maps, developing their mark making skills and language skills as they discuss the treasure and where they may find it in the garden.

Staff demonstrate a confident knowledge of the Early Years Foundation Stage learning and development requirements. The baby and toddler rooms are set up with a great deal of care and insight into how to stimulate young children's interest. For example, young babies crawl across many different tactile surfaces stopping to investigate a variety of interesting toys and objects. They enjoy developing physical skills as they climb carefully up the play steps and walk down the ramp. The staff ensure they have many sensory experiences in a warm supportive environment. For example, the babies enjoy splashing in the water, comparing the plastic ducks and examining the bubbles. This simple activity enables the children to develop their senses and language as they play with encouragement and support from the staff.

Fact and fiction books are displayed attractively in all the rooms. Children use them independently and enjoy adults reading to them. Pre-school children demonstrate increasing awareness of technology as they competently use the computer to participate in interactive stories. They use scissors with increasing care and skill to cut sticky tape and paper as they carefully wrap items in wrapping paper. Their awareness of size, shape and position develops as they try to fit the paper around the objects they wrap. Their concentration and skill is praised meaningfully by the

supervising adult, this encourages them to continue with the task. Children are developing their awareness of how to make the environment nice for themselves and others, through simple things like not shouting and running indoors. They are growing cress and preparing compost in order to grow items they can eat in the nursery. Increasing awareness of healthy eating and where their food comes from.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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