

# Happy Days South West Ltd Penrice

Inspection report for early years provision

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<b>Inspection date</b>	02/12/2010
<b>Inspector</b>	Julie Wright

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<b>Type of setting</b>	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 South West Ltd at Penrice is one of the 18 nurseries run by Happy Days South West Ltd. It opened in 2001 and operates from four rooms in a purpose built nursery building. It is situated in the grounds of Penrice Hospital on the outskirts of St Austell, Cornwall. Children have access to enclosed outdoor play facilities.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 80 children at any one time, aged up to eight years. There are currently 155 children on roll, all of whom are aged from three months and within the early years age group.

The nursery is open each weekday from 7.00am until 7.00pm for 51 weeks of the year. There are 22 members of staff employed to work with the children, 18 of whom hold appropriate childcare qualifications. There are four trainee staff working towards a level two qualification. The setting receives support from the local authority development service and is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Happy Days nursery at Penrice provides good care for children in safe and welcoming premises. Staff have sound knowledge of the Early Years Foundation Stage framework and securely meet children's individual needs. Effective transitional arrangements are in place, to support children as they move through the nursery and then onto school. Staff promote positive partnerships with parents and have very good systems of communication. Policies and procedures are fully implemented in daily practice in respect of children's health, safety and welfare. Nursery staff have developed systematic procedures to monitor and evaluate their effectiveness. They demonstrate a good capacity for continuous development.

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

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

- improve the provision and organisation of the role play area in the toddler room, to extend and promote children's curiosity and interest
- improve the creative development activities to extend opportunities for singing, particularly for younger children.

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

Robust vetting and recruitment procedures are in place to ensure that children are cared for by suitable persons. Induction, training and appraisal systems contribute towards ongoing assessments of suitability. Ratios are maintained throughout the nursery and appropriate arrangements are made to cover staff absence. Staff work well together to meet the needs of children, with an appropriate key person system in place. Each team of group room staff have responsibility for risk assessments, to ensure that children are protected from hazards. Safe arrangements are in place for the supervision of persons entering the premises and collection of children. Staff demonstrate a clear understanding of the Local Safeguarding Children Board procedures. They attend relevant training and provide parents with information on child protection. Records and documentation required for efficient organisation are maintained in good order.

Activities, resources and equipment are available in each group to suit the needs of children being cared for. Rooms are well organised throughout the setting, although there are some space limitations in the Toddler room. Staff are conscious of this and through effective evaluation have reduced the maximum number of children in this group. The toddler's role play area has sufficient equipment for them to play 'house', which they particularly enjoy. However, it does not extend or inspire children's imaginative play experiences. Age-appropriate resources are made accessible so that all children can freely investigate, explore and make independent choices. Children's creativity is displayed, which promotes self-esteem and a sense of contribution. Staff are attentive to the needs of babies, toddlers and young children, providing a caring environment. They promote children's varying stages of development and early understanding of health, hygiene and safety. Staff have a positive approach to behaviour management and children respond well.

Suitable arrangements are in place for the provision of food and drink, to meet each child's individual dietary requirements. Staff are aware of food hygiene and safety regulations, such as, correct temperatures and appropriate storage. Meals are freshly prepared on the premises and there is currently a two week menu. This is being improved to provide more variety with a four week rota in the New Year. Most children have frequent outdoor play opportunities. Staff provide outside resources so that children continue to learn in the outdoor environment. They plan activities in line with the framework to promote children's overall learning. Staff observe, assess and plan for children's next steps, keeping individual records of progress. Parents are given good opportunities to contribute information regarding family events or their children's special achievements using the 'Wow' cards. Staff arrange formal meetings to discuss children's progress and have regular discussions with parents. They give parents a clear account of children's activities and welfare when they collect them. At inspection parents provide positive comments on the care given. They have good relationships with staff and are pleased with their children's progress.

Staff welcome all families and promote inclusion in the setting. For example, they

seek key words to help communication with children who have dual language. Suitable policies and procedures are in place to ensure support to children's individual needs, including relevant training for staff. Since the last inspection the setting has addressed previous recommendations, securing improvements in the nursery. Staff reflect on their practice and each group evaluates how well their children are progressing. They have a clear vision for future improvements, for instance, in the provision of a sensory garden for children. Staff training needs are identified and they continue to attend courses, which contributes to their development.

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

Children are cared for in the Baby room, Tiddlers, Toddlers or pre-school groups, according to their age and ability. Suitable introductory visits take place, which promotes security for children and helps them to settle. Parents provide initial information on children so that staff can begin to plan, taking account of children's interests and preferences. There are opportunities for children to mix and socialise, which also provides time for siblings to spend time together. This also helps children to become familiar with other staff and areas in the nursery, promoting consistency and security. Visits take place between local primary schools and the nursery in preparation for children who will be going to school. Children form warm relationships with staff and make good progress in their personal, social and emotional development. Babies are content and respond to familiar adults in the room. Staff are attentive towards babies individual needs and routines, such as feeding and sleep times. They provide stimulating activities and resources for babies to discover and explore. For example, crawling babies find toys as they move around, which they can shake and rattle to create different sounds. Babies respond with excitement at their reflections in low level safety mirrors. They roll a ball backwards and forwards with a member of staff, developing early coordination skills. Babies play hide-peep games and enjoy the social interactions. They experience different textures and materials during sensory play activities.

In the Tiddler group children are engaged in a variety of play opportunities. There is a member of staff to every three children, ensuring appropriate support. Children show interest as staff prepare an activity and gather round ready to join in. They play with dried pasta, using utensils to scoop, collect and pour the pieces. Young children are familiar with the routines, for instance, they sit together in small groups at snack time when they want something to eat or drink. They play next to each other and staff help them to begin to understand about sharing. Tiddler children watch each other and take notice of their surroundings. For example, they like to look out of the window and see animals in the fields nearby. They play on the floor or at tables, using equipment with developing competence. Pine cones in a tray promote children's curiosity as they pick them up, feel them and talk about them to staff. Young children repeat words and sounds as staff prompt speech and language development. In the Toddler group children show increasing confidence and early independence. They readily move around, choosing where they want to play. Painting is popular and toddlers dab paint onto

paper, also spreading it with enthusiasm onto their hands and arms. They attempt to put on and take off aprons and then wash themselves at the sink. Toddlers enjoy their snack of cereals and feeding themselves. They develop early concentration skills during age-appropriate table games. For instance, toddlers sort replica small world creatures into sets of colours. Staff encourage them to count as they play and to become familiar with colour names. There is a book corner in which children can sit comfortably on cushions. They enjoy looking at picture books and listening to staff reading familiar character stories. Young children enjoy the repetition which helps them to learn and to recall. Toddlers play in the sand area on the floor using a variety of accessories. Sand is varied between wet and dry forms, providing opportunities for children to make comparisons. Staff provide simple games so that toddlers learn to play together and take turns. Toddlers show a sense of belonging when they arrive, selecting their own photographs and placing them on the registration board. Parents have also brought in photographs of their toddlers on family outings, with which staff have compiled an 'All about us' book. They have also made photographic sequence books of children's early learning activities. For example, children sowing and growing cress seeds which then led onto making egg and cress sandwiches.

In the pre-school room children are busy and occupied. They enjoy themselves and form friendships with each other. Children play well together, showing a good understanding of what is expected. For example, they play sorting and matching games, talking about numbers, colours and size during the activity. Children independently go to the computer and play games, showing developing control of the mouse. Staff provide a balance of free play and also group times, such as registration or story time. The role play and reading areas provide cosy den type corners, which attract children. Children concentrate well during stories and contribute their thoughts or ideas. Pre-school children play imaginatively together, taking on different roles and giving directions to each other. They use descriptive language as they explain their game to an adult or to other children. Children use a range of tools and equipment as they move around. Writing materials are readily accessible and scissors are used in creative activities. Children show increasing competence as they progress from simple snipping to cutting around a shape. They readily spread glue and glitter as they make calendars to display and take home. Children understand the routines and age-appropriate rules. For instance, they know when it is time to put things away and to go and wash their hands. There are some planned activities during the year which link to cultural traditions. Communal events include a 'Sponsored Toddle', which children took part in and enjoyed. Children's creative development is generally well promoted throughout the setting. However, opportunities for singing, either spontaneous or planned, were less evident at inspection.

## 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	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

<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