

Happy Days Nursery

Inspection report for early years provision

Unique reference number 309826
Inspection date 04/04/2011
Inspector Sandra Williams

Setting address Carr Head Lane, Poulton-Le-Fylde, Lancashire, FY6 8JB

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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 is privately owned and has been registered since November 1999. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two storey building adjacent to Blackpool and Fylde College campus situated in Poulton-le-Fylde. It operates from five play rooms and the children have access to enclosed outdoor play areas that are accessible from all of the play rooms. The nursery is open from Mondays to Fridays from 7.30am until 6pm, for 52 weeks of the year.

A maximum of 135 children under eight years may attend the facility at any one time, of which, no more than 135 may be in the early years age range. There are currently 253 children on roll of which, 153 are in the early years age range. There are 63 children in receipt of funding for early years education. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

There are 25 members of staff who work with the children, 15 of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 2, 3 and above. Two members of staff hold Early Years Professional Status. The nursery has successfully achieved the Step into Quality Award and the Investors in People Gold Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This highly stimulating and vibrant nursery caters exceptionally well for all children's unique and individual needs. The extremely professional and motivated management and staff group make sure that children's safety, welfare and learning is promoted to an excellent standard. Partnerships with parents, other agencies and other providers of the Early Years Foundation Stage are highly effective in successfully promoting children's welfare and learning. This means that children are making very good progress towards the early learning goals, given their age, ability and starting points. Managers and staff have a commitment to excellence and are constantly self-evaluating their practice to maintain their high standards and continuous developments.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider how to further develop parents involvement in their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded as the staff receive regular training and have a detailed knowledge of the indicators of abuse and the procedures to follow should they have any concerns about the children. There are excellent safeguarding policies and procedures in place which the staff and parents have open access to. The full set of comprehensive policies, procedures and operational documents are regularly reviewed and conscientiously implemented by the staff. Children are safeguarded by robust recruitment and vetting procedures, ensuring that all staff are suitable and safe to work with children. Robust written risk assessments are regularly reviewed and monitored by management to ensure that the premises is extremely safe and hazards are kept to a minimum. The nursery has excellent security systems in place which also keep children safe and secure. Emergency evacuation drills take place regularly to ensure that all children are fully aware of the procedures to follow in the event of an emergency.

The nursery clearly benefits a great deal from the very strong leadership and management that exists. Managers and staff strive for excellence in all they do and all aspects of the daily practice are rigorously monitored. The recommendations from the previous inspection have been thoroughly addressed, which have enhanced the quality of the provision. The self-evaluation process is well established and includes the views of staff, parents and children. The deployment of staff and resources is excellent. Children thoroughly enjoy playing with a fantastic range of exciting, stimulating and imaginative resources, both inside and outside. All of the resources are easily accessible to the children so that they can freely make choices throughout the day. Staff morale is very high as they work well together as an established team in an extremely positive and happy environment. The managers make exceptionally good use of resources, including training opportunities and advice from local authority staff in order to maintain high standards.

Equality and diversity is promoted extremely well. The staff are highly effective in ensuring that all children are well integrated and that their individual needs are respected. Children with special educational needs and/or disabilities are very well supported by enthusiastic staff. There are very thorough systems in place to ensure that children with additional needs are well cared for. Children who speak English as an additional language are well supported by staff. The environment is rich in images and labels in different languages, reflecting positive messages about cultural diversity. The staff have excellent relationships with parents and carers, who are encouraged to be heavily involved in decision-making on key matters affecting the nursery. Parents and carers are very well informed about all aspects of their children's achievements, well-being and development. Parents are encouraged to be involved in their children's learning and contribute to their Learning Journeys, however, this opportunity is not always utilised by all parents. Partnerships with other professionals, such as speech therapists and educational psychologists are extremely well developed and are highly effective in supporting children and their families. Exceptionally close links with local schools in the

community also help with the smooth transition of the children when it is time for them to move on.

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

Children benefit greatly from attending this vibrant, stimulating and friendly nursery. They confidently access resources independently from the well organised, low level storage, both inside and outside. All children have excellent opportunities to adopt healthy lifestyles and enjoy fresh air and exercise as they freely access the wonderful outdoor play areas. They learn about good hygiene practices as they wash their hands and clean their teeth at appropriate times throughout the day. They enjoy a wide selection of nutritious meals and snacks freshly prepared on the premises and they are encouraged to drink regularly. Children are learning about sustainability as they recycle items in the compost and recycling bins. All of the children feel safe and happy as they enjoy very close attachments and excellent relationships with the staff. They learn to stay safe as they help to tidy up toys and sweep up the sand so that they do not fall over. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe.

Children are making very good progress in their learning and development due to the wonderful range of activities that are planned to meet their individual needs and interests. Regular observations and assessments provide staff with information used very effectively to plan for children's next steps. Babies receive a great deal of reassurance and a high level of praise and encouragement as they attempt new mile stones, such as standing and taking their first steps. The baby room provides an excellent environment for babies to explore using all of their senses. They enjoy experimenting with various substances, such as foam, jelly and shredded paper.

The children's creativity is encouraged in many ways as they create models using recycled household items and as they paint pictures to decorate the walls. They also enjoy expressing themselves as they role-play and playing with musical instruments. Children develop exceptionally good skills in information and communication technology due to the wonderful resources such as computers, metal detectors, binoculars and other programmable toys. They develop their mark making skills by using a range of different items both inside and outside. They enjoy creating Easter cards and writing their names inside. The children have access to a wide range of books and they listen eagerly to the stories read to them by the staff. They learn about numeracy and problem solving as they count in many situations, for example, how many ducks they can see in the story book. Children make a positive contribution and learn to appreciate and respect the diverse world we live in. They learn about different cultures, for example, they celebrate Chinese New Year by tasting Chinese food cooked at the nursery by a local Chinese chef.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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