

# Happylands Day Nursery

Inspection report for early years provision

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**Unique reference number** 205401  
**Inspection date** 14/04/2011  
**Inspector** Patricia Webb

**Setting address** Lyppard Grange, Ankerage Green, Worcester,  
Worcestershire, WR4 0DZ

**Telephone number** 01905 729900

**Email**

**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

Happylands Day Nursery has been registered since 1998 and is privately owned. It operates from purpose-built premises within the community square in Lyppard Grange, Worcester. The provision is set out over two floors with stairs to access the first floor. There is a fully enclosed garden for outdoor play. The nursery is open each weekday, 8am until 6pm, all year round.

The nursery is registered to care for a maximum of 53 children under eight years, all of whom may be in the early years age range. There are currently 71 children on roll in the early years age group. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children from families where English is an additional language.

The nursery employs 11 members of staff who work directly with children. Of these, all hold Level 3 qualifications as a minimum. One member of staff holds qualified teacher status. An apprentice is working towards a Level 2 qualification. Additional housekeeping and administration staff are also employed. The nursery is a member of the Preschool Learning Alliance (PLA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Extremely strong and effective improvement has been made since the last inspection. The owner and the manager together form a highly motivated management team which, along with the staff team, have evaluated the provision and targeted key areas for improvement to bring about significant development. Consequently, the outcomes for children are excellent in all areas. They play a dynamic role in their learning and development, supported by intuitive and enthusiastic staff.

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

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

- developing further systems for that provide a summary of children's achievements so that parents can contribute directly to their children's development and learning records.

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

Procedures for safeguarding children are detailed in the comprehensive policies. Staff are fully conversant with the procedures to be followed for reporting any child protection concerns they may have and parents are kept fully informed of the setting's duty of care. The processes for the recruitment and selection of staff are robust and rigorous with full checks and references undertaken to ascertain suitability. Risk assessments are carried out both on and off the premises and extremely effective in identifying and minimising hazards. Such commitment reassures parents and carers of the setting's undertaking to keep children safe.

Following the last inspection, the owner has taken a lead role in seeking to improve the provision. The appointment of a very enthusiastic and dedicated manager has been instrumental in evaluating the practice and its impact on children's enjoyment and achievement. The senior management team recognises individual talents, skills and interests among the staff, capitalising on these aspects to engage them in the improvements process. For example, the self-evaluation system is a shared responsibility with staff in each care base evaluating their own key practice and the manager collates the information, building on the actions plans to focus key aspects for improvement. With staff feeling valued and respected, they are highly motivated to contribute to ongoing improvement. This drive and enthusiasm transfers through to the children all of whom take a key role in their own development and learning.

Excellent use is made of the premises and environment indoors and outside. Children have opportunities to move around with ease and comfort in their care bases. The outdoor area has undergone refurbishment and now provides an extension of the learning environment that seamlessly links to indoors. Children are able to use a vast range of resources independently that are both commercial and found materials, such as, the milk crates they use for large construction. The children and their families have been actively engaged in the work in the outdoor area with some parents and grandparents helping with building items, such as, bird boxes and feeding stations, gardening and supporting children's learning opportunities. The children have had input in the design of the area and in the selection of some key resources and pieces of equipment. As a result, the children use the area with great imagination and enthusiasm, as it is not only an enabling environment, but an aesthetically pleasing space to be in.

Parents and carers speak confidently about their satisfaction with the provision. They know about the Early Years Foundation Stage as a framework and how the activities and experiences their children participate in help them to gain skills for the future, both academically and morally. Parents comment on 'feeling comfortable and confident' in leaving their children in the setting and greatly appreciate the time taken by their child's key workers to discuss progress and how next steps and developmental milestones may be achieved. Staff are fully aware of where each child is in their development and learning assessing their next steps. Parents do not currently have an overall summary of their child's progress to actively contribute to, although, they do express a strong feeling of how their

child's achievements at home are considered as a factor in their overall development. The nursery has made strong connections with other settings, particularly the nearby school where some facilities are shared. For example, children visit a school in a forest area on the site to access exciting and challenging activities. Clear and effective collaborative working with other agencies and professionals ensures a consistent approach is fostered for all children including children who require additional support for key elements of their development.

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

Every child is supported in making great strides in their learning and development. The staff utilise their individual skills and interests to plan and evaluate an exceptionally stimulating programme for each child and use a range of strategies and systems for this. For example, older children contribute to planning using mind-mapping to extend and develop activities and ideas. Babies and young toddlers use baby signing very competently, as staff demonstrate the signs along with language during everyday activities. Staff are undertaking an evaluation of the impact of this system on children's development and how some behaviours, borne out of possible frustration, are decreasing, such as, tantrums. Some parents are now actively picking up on this and beginning to utilise it at home. Children's critical thinking is encouraged as, for instance, a member of staff deliberately instructs children that they listen with their noses and with much laughter, children correct the adult.

Each child receives caring attention and supportive interaction from their key workers. They engage in activities that are planned to maximise their learning opportunities. For instance, preschool children have regular 'brain gym' sessions and inform visitors that the exercises 'make their brains work better'. Children rise to the challenges of responsibility as they select their own activities and equipment, help to tidy away and show great care and consideration for each other. Some children are achieving exceptionally well, particularly in their social development and in communication, language and literacy. Some children recognise familiar letters and sounds and are able to 'write' them clearly, using such skills to contribute to labels and signage around the setting. Such acknowledgement of their abilities contributes to children developing a strong sense of belonging and feeling valued and respected. Their art and craft work is effectively displayed and staff note children's comments, such as, a child asking for their drawing of a butterfly to be displayed 'because it's beautiful'.

Children gain a keen awareness of the diversity of their world seeing resources around the setting that depict positive images of the differences in society. Having created a very large map of the world in relief, using papier mache, the children use this very effectively to plot the travels of the children and their families. There is a very strong family partnership within the setting and children delight in working with a grandfather as together they plant and tend their seed and prepare the pots for planting potatoes. They spot the different birds that arrive at the bird table and have had the opportunity to view the closed circuit television coverage from an erected bird box in the garden, courtesy of some parents who worked to

contribute to the children's experiences. Such activities, along with their risk taking experiences during forest activities, enable children to gain key skills for the future and develop a sense of responsibility.

Children's health and well-being are effectively promoted. Staff implement effectual procedures for managing children's illness, ensuring they are comforted with great care and attention until parents or carers arrive. Children understand the need for following good personal hygiene routines recalling that hands have to be washed to stop the germs and 'bacteria's you can't see' from making them ill. They relish their meals and snacks, all of which are prepared and cooked freshly on the premises with clear adherence to any specific dietary or religious requirements. They gain further insights into where their food comes from and how good it is for them by growing some of their own produce and engaging in preparing and cooking some foods for themselves. They gain further autonomy over their health as they freely access fresh air and outdoor activity in all weathers and help themselves to fresh drinks of water as and when they require them.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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

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