

Happy Days Nursery

Inspection report for early years provision

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31/05/2011

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 is privately owned by Happy Days Sunnyside Ltd and was registered in 2005. It operates from four main rooms in converted domestic premises in Kingsthorpe, Northamptonshire. The nursery serves the local and surrounding areas and has strong links with the local school and Children's Centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday throughout the year, from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 43 children may attend the nursery at any one time. There are currently 75 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications. The manager holds a degree in Early Childhood Studies. Two members of staff are working towards Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel happy and settled within this well-organised and inclusive nursery. They enjoy a stimulating and varied range of play and learning experiences which present good levels of challenge. Observation and assessment information is used well in most areas to monitor each child's progress through the Early Years Foundation Stage programme. Self-review systems are effective, promoting continuous improvement. Positive and trusting partnerships with parents, carers and other professionals exist, ensuring children receive consistent and complementary care.

What steps need to be taken to improve provision further?

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

- improve the use of observations and assessments to identify clear learning priorities for each child.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because robust procedures exist to protect them from harm and neglect. Staff and trainees are clear about the safeguarding policy and closely supervise children at all times. Children's safety and wellbeing is further promoted through effective risk assessments and daily safety checks. This means that children can move freely and play safely around the setting. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care. Comprehensive written policies, covering all aspects of the provision, work well in practice to ensure the safe and efficient management of the setting.

An effective policy is in place to promote equality and anti-discriminatory practice. Staff carefully consider the needs of all children within a well-planned programme of activities and experiences. Children are engaged in a broad range of activities and projects which help them to develop a positive attitude towards equality and diversity. This successfully promotes inclusion.

Successful self-evaluation systems help the manager to identify what works well and to highlight key areas for improvement. The views and feelings of the children and their parents are sought to guide and inform practice. This results in beneficial improvements, such as the continuous outdoor provision. Managers and staff work well as a team to significantly enhance children's care and learning. They are committed to professional development, attending a wide range of training events. They develop strong links with other childcare and health professionals, sharing new ideas and information to promote consistently high standards of care and education. Recommendations from the previous inspection have been successfully addressed. As a result, children understand the relevance of hygiene procedures through the daily routine. They see written numbers and use mathematical skills on a daily basis, during meaningful and practical activities.

Children benefit from the well-organised and attractive resources which are maintained in good condition. Good systems exist to ensure that additional staff are deployed effectively. Staff are attentive to the children and are highly supportive of their individual needs and routines. Partnerships are strong and supportive. Relevant information is shared between carers and settings so that children receive complementary care and education. The setting benefits from close links with local authority advisors and other community providers. Parents and children are welcomed into the nursery through a series of introductory visits. Information about children's progress and development is shared through daily discussion and consultation events. This keeps parents informed of what their child is doing and helps them to understand the meaning of the Early Years Foundation Stage. Comments received from parents and children are positive and complimentary. Parents state that they are very happy with the care and service provided, whilst children express that they feel safe and happy.

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

Children make good progress towards the early learning goals because they are actively engaged in a well-balanced programme of activities which cover all areas of learning. Observations and assessments are used well to inform future planning, but do not always clearly identify children's 'next steps' in learning. However, this has minimal impact on children's development because the staff know each child very well. They skilfully plan and provide a broad range of stimulating learning and development experiences which offer all children good levels of challenge. For example, babies and young children show curiosity and interest in the bright and stimulating surroundings. They respond with broad smiles and excited body movements as they join in with familiar songs and rhymes. They show increasing levels of independence as they move vehicles in the paint and sand to make marks and patterns. Older children engage enthusiastically in spaghetti play. They have lots of fun, giggling excitedly as they place their feet into the spaghetti box. They describe their thoughts and feelings as they feel the 'cold' spaghetti and observe how it looks like a 'wiggly worm'. They find out how easy it is to break the spaghetti as they pull it apart with their fingers. Staff skilfully intervene to enhance children's speech, language and sensory awareness. As a result, children learn how to describe textures by touch as they close their eyes, taking turns to handle the spaghetti. They find out if it is 'rough' or 'smooth' and offer suggestions as to whether it feels 'sticky' or 'slimey'. They negotiate and make decisions as a group, agreeing that the spaghetti 'is sticky because it sticks to you'.

Additional sea creature resources are added to their play to develop their imagination and creativity. This prompts interesting conversation about past events such as a visit to the sea life centre. Children recall with interest the different types of fish seen including starfish, octopus and turtles. They move their body in different ways to demonstrate how big a turtle is and how it 'swims around in a circle'. They confidently explain which creature they liked best and the type of food it likes to eat. Staff skilfully encourage children to compare the food they eat for dinner themselves, drawing their attention to healthy eating and lifestyles.

Children are happy and secure, enjoying close and loving bonds with their key worker. They are sociable with adults and each other, enjoying many opportunities to play and meet together throughout the day. Staff are sensitive to the needs and feelings of each child, ensuring that they feel confident to separate happily from their parents. Babies and young children become increasingly independent from an early age, handling suitable cutlery at lunch time as they learn how to feed themselves. Older children take responsibility for their personal hygiene routines, following adult guidance and picture symbols which encourage them to wash their hands at routine times. They seek out tissues when they need to wipe their nose and dispose appropriately in the bin when they have finished. Staff pay close attention to children's dietary requirements, ensuring their healthy growth and development.

Children confidently use computer equipment and operate other tools with ease, switching torches on and off. They know how to operate a mouse and simple

computer programmes, seeking adult support when needed. They help themselves to toys and equipment from open, well-labelled storage shelves to expand their play and learning. Consequently, they develop their creativity, imagination and problem-solving skills. They dress themselves for role play, identifying their favourite super-hero character. They add a variety of containers to their water play, giggling excitedly as they tip, pour and measure varying quantities of soapy water. They delight in painting pictures and patterns on the two-way plastic panels outdoors. They proudly show their creations as they build vehicles from construction toys and thread beads to make a necklace.

Outdoor play is a significant feature of children's everyday routine. The attractive and well-resourced areas provide all children with access to an enhanced outdoor learning environment. Babies and young children enjoy regular fresh air and exercise and practise their emerging coordination skills. Older children develop confidence in their movements on large and small play equipment. They learn how to keep themselves safe as they act out road safety procedures, using the 'stop' and 'go' sign. They understand and follow sensible safety rules such as, waiting until the trampoline surface is dry before they use it so that they do not slip and hurt themselves.

All children are valued and respected for their individuality. They receive good levels of support so that they can take a full and active part in all aspects of the provision. Consequently, children behave well and develop strong skills for the future.

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

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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

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