

Happidayz Nursery

Inspection report for early years provision

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Inspector

Tara Stret

Setting address

Albert Street, Masbrough, Rotherham, South Yorkshire,
S60 1HH

Telephone number

01709 560 303

Email

steve.scully@btinternet.com

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

Happidayz Nursery is privately owned and managed and was registered in 2000. It operates from a converted social club and school situated in the Masborough area of Rotherham. There are six playrooms on two levels, which are accessed by stairs, with two additional upstairs rooms for after school care. Children have access to a secure enclosed outdoor play area. A maximum of 108 children aged from birth to under eight years may attend the nursery at any one time and, of these, not more than 21 may be under two years. The nursery also offers care to children aged from eight years to 14 years. The nursery is open Monday to Friday, all year round, from 8am to 6pm. An after school club is also offered which operates Monday to Friday, from 3pm to 6pm during term time and from 8am to 6pm during school holidays. The nursery serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 83 children on roll. Of these 78 are under eight years and of these 71 are within the early years age range. Of these 21 are in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 17 members of staff, including the manager, who work directly with the children. Of these, 14 hold a qualification at Level 3 in early years, five of which are currently working towards a Foundation Degree in Early Childhood Studies and two hold a relevant qualification at Level 2 and are currently working towards a qualification at Level 3. The nursery has achieved Quality Counts quality assurance status. The nursery is a member of the National Day Nurseries Association and the 4Children Network it receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A cohesive staff group are skilled in providing care that meets individual children's needs well. As a result, children make good progress in their learning and development. Children's specific needs are recognised and met with care as the staff team work well in partnership with parents, carers and other early years professionals. The premises are very welcoming and, together with a wide range of carefully-chosen resources and activities, provides a stimulating learning environment in most areas for children. Overall, policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. Robust systems for measuring the effectiveness of the nursery are in place and the manager provides strong leadership which promotes a culture of continual improvement.

What steps need to be taken to improve provision further?

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

- review procedures to ensure regular evacuation drills are carried out
- enhance children's experience further by planning an outdoor environment that is rich in signs, symbols, notices, numbers and words
- extend opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials.

The effectiveness of leadership and management of the early years provision

Children are well protected because all staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified staff team supervise the children at all times. All recruitment procedures are robust and staff are vetted for their suitability, protecting children's welfare. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the nursery. However, regular evacuation drills are not carried out to ensure that all children are sufficiently familiar with the routine for keeping themselves safe in an emergency.

Regular appraisals, a detailed induction for new staff and a manager who knows her staff very well, all contribute towards the strong and cohesive staff group. Staff are encouraged to further their professional role through regular training and support from management. Children feel safe as a result of the effective staff deployment, which ensures that they progress well in their learning and development. A good range of resources reflect a diverse society and include books, dolls, posters and small world resources. The manager and staff monitor and evaluate the service provided and have a good understanding of their strengths. They successfully recognise areas for development and the plans that are in place to address these demonstrate a positive capacity for continuous improvement.

A good equality and diversity policy outlines a commitment to promoting inclusive practice. As a result, the knowledgeable staff team recognise, and are sensitive of, children's individual needs. They work together effectively to support children with special educational needs and/or disabilities and those who speak English as an additional language. Children are supported as they move into mainstream school through school visits and the sharing of their assessment records. The nursery has established effective partnerships with external agencies and other local providers, helping to ensure children benefit from continuity in their learning and care. Parents and carers are kept well informed of their Childs progress through daily

diaries, newsletters, a range of informative notice boards and informal discussions with staff as they collect their child. They are actively encouraged to share what they know about their child when they first start, which helps staff to have a sound knowledge of each Child's background and needs.

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

Children are very happy within the warm and welcoming environment where they have many opportunities to make good progress in their all-round development. Detailed planning documents cover the six areas of learning well and ongoing observations undertaken by the staff enable them to record children's achievements and progress. There is a good balance of adult-led and child-chosen activities and this is very beneficial to the children. However, the range of signs, symbols, notices, numbers and words in the outdoor environment are less well developed. Good opportunities are provided for children to develop their self-reliance. They easily access toys and resources and make informed choices about their play and learning. Their social skills are developing well as they readily share activities and are encouraged to behave safely and responsibly by staff who offer gentle reminders and lead by example. For instance they demonstrate good resourcefulness by finding a suitable space so that their skills are shared with others whilst they build an obstacle course outside.

Children's language skills are encouraged through imaginative play activities where they dress up and develop imagined scenarios in the inviting creative play areas. They listen attentively during story time and become increasingly aware of the purpose of text. For example, children are beginning to recognise their names as they self-register. Children improve their problem-solving skills as they build large structures using crates and planks and then balance to test the strength of the structures. They frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Children enjoy experimenting with the different sounds they can make with instruments and practice their weaving skills by threading materials through a frame. Babies and toddlers eagerly discover different sensations as they play with paint and explore the texture of different materials and fabrics. Children's awareness of the wider world is extended through daily resources and involvement in a range of activities which look at different cultures from around the world. They are developing good skills for the future as they become competent communicators and confidently use a range of programmable and battery-operated resources.

Children's creativity is effectively supported through good access to a range of role-play equipment, construction toys and a wide range of art materials. For example, children chat happily together in the role-play dentists. They skilfully use scissors, glue and a variety of collage materials to create individual artwork. However, opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials are less well

developed. Older children who attend the before and after school and holiday service enjoy a wide range of activity games where they work cooperatively with their friends, promoting strong social skills. All children are consulted as activities are planned.

Children's health and well-being is given a high priority and is well promoted by the nursery through the sickness policy, cleaning routines, balanced menu and good access to drinks to maintain hydration. Staff talk to the children about why they need to exercise and children have a good understanding of the need to eat healthy foods. For example, older children plant their own tomatoes, strawberries and cabbages which develops their understanding of healthy eating and where their food comes from. Children show a strong sense of security and belonging in the nursery. Young children respond excitedly to the familiar faces of the staff and readily seek out adults for comfort and reassurance when they are upset or tired.

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

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

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