

Happy Days Day Nursery Falmouth

Inspection report for early years provision

Unique reference number EY277662
Inspection date 05/11/2008
Inspector Heather Tanswell

Setting address Beacon Junior School, Jubilee Road, Falmouth, Cornwall,
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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Happy Days Day Nursery Falmouth is one of 20 nurseries run by Happy Days Limited. It opened in 2004 and operates from six rooms in a purpose-built nursery unit, adjacent to the Children's Centre on the site of Falmouth Community Primary School, in Cornwall. A maximum of 80 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. The building is accessed via a ramp and all children share a secure enclosed outdoor play area.

There are currently 97 children attending who are within the early years age group and the nursery also offers care to children aged over five years and up to eight years. The nursery is listed on the Early Years Register, compulsory part of the Childcare Register, and voluntary part of the Childcare Register. Most of the children who attend live locally and some children also attend the early years unit of the local primary school.

The nursery employs 11 staff, 10 of whom, including the manager, hold appropriate early years qualifications including one with Early Years Professional Status. There are two members of staff working towards an additional qualification. The setting receives support from a company operational manager and lead practitioner in care and education, has links with a qualified teacher from Family Services and two children centres operating in the area.

Overall effectiveness of the early years provision

Children are mostly happy, safe and secure, enjoying learning through play, supported by consistent staff working in partnership with parents and other key providers. Sensitive care of the youngest babies with regard for their individual ways, and safe access to outdoor play and natural resources for all ages is a particular strong point of this setting and significantly contributes to children's emotional strength and overall sense of well-being. A newly appointed management team has assessed the nursery and set up actions plans for future development. The resulting self-evaluation by senior managers means that generally priorities for future development are identified. However, weaknesses in some aspects of the provision are not always promptly recognised or addressed to make sure the changing needs of all children are met well as they progress through the nursery.

What steps need to be taken to improve provision further?

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

- use the information gathered from observation and assessment of individual children to inform or guide everyday planning of challenging activities to promote children's interest, learning and development
- make sure key workers take prompt action to pacify children and share

information as children progress through the nursery to help children settle and make good progress in their learning and development

- ensure all staff are fully involved in and aware of their responsibility to evaluate and take prompt action to bring about future improvement in the quality of the setting and outcomes for children.

The leadership and management of the early years provision

The recently newly established staff team have started to develop fresh ways of working together, identifying and reflecting on their practice to bring about improvement in the quality of the provision overall. Some weaknesses identified at the last inspection and through self-evaluation have been partly addressed. There has been some improvement in the availability of resources to help children begin to appreciate how other people live their lives and children's learning and good health is promoted through regular access to fresh air and outdoor play. The proper implementation of rigorous recruitment procedures and routine health and safety checks by all nursery staff and managers makes sure children are safeguarded from harm at all times.

The key worker system is established throughout the nursery and most of the time works well to meet the needs of children. However, the new monitoring, evaluation and support procedures put in place by senior managers are not yet fully embedded to make sure all staff are fully conversant with, fully involved in promoting or continue to implement the nurseries comprehensive systems fully. Occasionally, important information about children is not passed on when children progress through the nursery to help unfamiliar staff plan activities based on realistic and challenging targets for individual development. Key workers leave temporary staff to deal with children who are distressed, which means they take longer to settle in and play confidently.

The quality and standards of the early years provision

Children are generally happy and settled in all areas of the nursery. This is largely due to the positive relationships children develop with staff they know well, for example, key workers who stroke their cheek to help them relax and rest after lunch and play 'this little piggy' with their bare toes. Young babies receive great attention to all their needs with respect for their home routines ably supported by their key workers who are warm and responsive to their playfulness and early attempts at conversation. Mealtimes are relaxed and take as long as each child requires with time for them to develop hand to eye coordination as they handle spoons and feed themselves the nutritious food on offer from a varied menu. Children show great curiosity as they explore the heuristic play bags full of interesting items. Close supervision and good adult to child ratios mean that babies and toddlers safely handle the wide range of natural materials and everyday items as they use all their senses to explore the resources and room, which is carefully laid out to give children space to develop their independence and growing skills.

Throughout the nursery there is a balance between adult and child-led

opportunities for learning as children handle a range toys and tools such as decorated wooden eggs, musical instruments, leaves and twigs, construction kits, and soapy water to wash dolls. Planning includes several opportunities for children to play out in the fresh air each day and develop their physical and social ability in a calm and safe environment. Some indoor adult-led activities are not resourced imaginatively to challenge older children's understanding and skills, use all their senses, or support their own ideas. Pre-school planning is not thoroughly informed by targets set for individual children based on evaluation of children's current interest and stages of development and therefore sometimes lacks sufficient challenge to help children make good progress in their learning. Although children enjoy spreading glue paint and sprinkling glitter, older or more able children do not plan, make comparisons, use scissors, attempt to label their work, pour or mix paint, and select tools or other materials to extend their understanding or explore their creativity as they represent fireworks on paper. Resources and space are not always readily accessible.

Trips to local places of interest such as the library and museum provide opportunities for learning across the curriculum. They offer older children the chance to learn how to keep themselves safe as they talk about the danger posed by fire and fireworks, and practise road safety. Older children develop a good understanding of the purpose of technology, how a computer works and can be used creatively. They make colourful pictures using the mouse ably to make horizontal, vertical and spiral marks, open and close, minimise and maximise windows, which also develops their physical competence. Children develop good personal habits following the positive example set by all staff. Risk of cross infection and injury is minimised through the proper implementation of the nurseries health, hygiene and safety procedures.

A detailed prospectus, children's learning journals, questionnaires, informal visits, and organised meetings with key workers keep parents fully informed and involved with settling children in, and their progress. Staff cooperate with other settings children attend, have established good links with local children centres and other facilities that provide support for children and their families.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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