

Happy Days Day Nursery

Inspection report for early years provision

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Inspector Melanie Arnold

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Type of setting Childcare - Non-Domestic

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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 Day Nursery was registered in 2010. It is privately owned and operates from a converted house in Kirton In Lindsey, Lincolnshire. Children are cared for in a baby room, two to three year old room and a pre-school room. A kitchen, toilets, sleep area, office and staff room are also available for use. There is an enclosed outside play area which is suitable for outdoor play. The setting opens Monday to Friday from 8am until 6pm, all year round, with the exception of Bank Holidays and the week between Christmas and New Year.

The setting is registered to care for a maximum of 44 children under eight years and is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 61 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three and four year olds.

The setting employs 15 members of child care staff, which includes the registered provider. Of these, nine staff hold appropriate early years qualifications at level 3 and four staff hold appropriate early years qualifications at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are routinely met and each child is enabled to make satisfactory progress in their learning and development, through the settings generally appropriate systems. Partnership working in the wider context is good, which ensures the inclusion of all children. Effective policies and procedures are in place and used well by staff to safeguard children and promote their welfare. The setting are beginning to monitor their practice through self-evaluation, which helps them to identify appropriate targets for future development, leading to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure observations and assessments are matched to the expectations of the early learning goals and use this information more consistently to identify learning priorities and to plan challenging learning experiences for each child
- provide positive images that challenge children's thinking and help them to embrace differences and diversity.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure setting. The good organisation of the toys and resources, results in an accessible play space where children freely initiate their own play. Children's health and safety is effectively maintained through the settings clear procedures. For example, staff are knowledgeable about child protection and steps are taken to minimise potential hazards through the settings robust risk assessment procedures. Children are further safeguarded through clear recruitment, vetting and induction procedures. All necessary documents, records and policies are in place and completed well, to ensure children's individual needs are met. Children are cared for by a high proportion of qualified staff, who continue to develop their knowledge and skills through ongoing training and development. The new owner of the setting has made improvements since taking over the running of the provision, prioritising areas for development as she continues to improve outcomes for children. The setting is managed well and their system of self-evaluation is developing and is mainly effective. This results in a staff team who work generally well together as they drive and secure improvements in most areas.

Each child makes satisfactory progress from their unique starting points. The setting has appropriate learning and development systems in place, however, these have yet to be used more consistently by staff to fully ensure every child achieves to their full potential. Staff work well with parents, carers, other providers and outside agencies, to ensure children's specific backgrounds and beliefs are valued and respected. The continuous exchange of clear information promotes continuity of care for each child. Parents and carers are encouraged to contribute to their child's learning and development, creating effective links with home. Parents comment positively about the setting. They confirm they feel fully informed about their child's care and development and that improvements made since the new owner took over, have improved outcomes for their children. Children with special educational needs and/or disabilities and children with English as an additional language, are supported and integrated into the setting because of effective partnership working.

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

Children's health and safety is effectively maintained through the settings effective practices. For example, the implementation of good cleaning routines and a clear policy on exclusion periods, helps to minimise the risk of cross infection. Children are supervised well by vigilant staff who are deployed effectively throughout the setting. Regular safety precautions, like fire evacuation practices, provide children with opportunities to learn how to quickly and safely evacuate the premise. Children learn how to maintain their own health and safety through staff modelling good practices, which children are encouraged to adopt. For example, children learn to hold onto the banister as they carefully climb up and down the stairs and they learn running is for outside and walking is for inside. Children are provided

with daily opportunities to be active, with staff highlighting the importance of regular exercise as they participate in physical activities. Children benefit from nutritious meals and snacks, which meet their dietary requirements. Meal and snack times are a social occasion where children sit with their peers, developing their communication skills. Children's awareness of healthy eating is further promoted as they help to plant and grow a range of vegetables in the outdoor area.

Children are encouraged to develop their independence in the warm and welcoming setting. The majority of children separate from their main carer with ease showing confidence in their surroundings. Any children who show uncertainty when being dropped off at the setting are provided with comfort and reassurance by the caring staff team, which helps them to soon settle. Children relate well to their peers, learning to play co-operatively as they share and take turns during their play. Activities and discussions provide children with opportunities to value a range of different backgrounds and beliefs. However, positive images of differences and diversity are not appropriately displayed in all rooms to further enhance children's awareness of the uniqueness of individuals.

Children access toys and resources covering the six areas of learning and staff create suitable play experiences for all children through their appropriate use of questioning techniques. This enables children to make satisfactory progress in their learning and development. Although planning, observation and assessment systems are in place, these are not consistently implemented by all staff. Observations are not always linked to the six areas of learning to fully monitor children's progress and links are also not made with planning. This results in planning not being individualised to provide appropriate challenging play experiences for all children, as their next steps for learning are not fully identified and planned for.

Babies have fun as they investigate their play resources. A range of different treasure baskets provide them opportunities to explore using their senses. All children enjoy listening to stories, with books accessible in all rooms and within the outdoor environment. When a child requests a story during outside play, a member of staff begins reading the story and soon other children join them and begin listening. The story is a counting story and the member of staff uses children's interest in the book to promote their awareness of numbers, pointing to each picture to encourage children to count. Other children choose to engage in physical play activities, displaying skills as they balance on crates, developing their awareness of space and problem solving skills as they negotiate ways around each other when walking in opposite directions. A range of indoor activities provide children with opportunities to develop their creativity. For example, children enjoy playing with play dough, using tools and cutters to make marks. They also use their imagination as they work with staff to create snowmen and cakes. All age groups of children have access to an appropriate range of electronic and battery operated toys and resources, which helps to develop their interest and skill when using information and communication technology equipment.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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