

# Happy Days South West Limited Trelloggan

Inspection report for early years provision

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<b>Unique reference number</b>	EY279992
<b>Inspection date</b>	08/12/2011
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<b>Type of setting</b>	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 Nursery at Treloggan is owned by Happy Days South West Ltd. It opened in September 1999 and operates from purpose built premises on the outskirts of Newquay, Cornwall. The accommodation comprises two separate units. One is designated for babies and toddlers up to the age of approximately two years and which includes a sleep area. The other unit is designated for two to five year olds. There are office and kitchen facilities within the nursery. Each unit has a fully enclosed area for outside play. The setting is open each weekday from 8am until 6pm for 51 weeks of the year.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children under eight years may attend the nursery at any one time and of these 44 may be in the early years age group. There are currently 22 children in the early years age group on roll, some are in part-time places. Of these, 13 children aged two and three years old receive funding for nursery education. Some children also attend other early years settings. The nursery supports children with special educational needs and/or disabilities.

The nursery employs seven staff to work with the children. All members of staff, including the manager, hold appropriate early years qualifications. There is one member of staff who is working towards a further qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The exceptionally competent, skilful and knowledgeable staff team are highly successful in meeting children's individual needs. They have established extremely effective partnerships with parents and other early years practitioners and professionals. In general the nursery environment is organised exceptionally well. All staff are actively involved in successfully monitoring and evaluating the nursery practice. They demonstrate an exceptionally good capacity to improve.

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

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

- enhancing the environment even further, so that it has dynamic and flexible systems of physical organisation that extends personalised learning for all children.

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

Staff follow exceptionally robust procedures to safeguard the children in their care. Children are closely and appropriately supervised at all times and are protected from unvetted persons. The staff team are highly confident in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. The setting has developed exceptionally thorough written risk assessments, which are used very effectively to monitor and maintain children's safety and security. These are very regularly reviewed and updated as required. Children practice regular emergency evacuation procedures, in order to develop their confidence and familiarity. Staff organise the setting exceptionally well to provide a safe, secure and enabling indoor and outdoor environment for the range of children attending. Children can move freely and safely to access favourite toys, resources and equipment. Resources stored in low level storage units and individual coat pegs are clearly labelled to encourage children to develop independence. However, some opportunities to enhance the environment even further are missed. For example, by increasing the use of visual aids in the baby unit, to promote an understanding of the daily routine and an awareness of diversity. Staff are highly successful in providing a broad and balanced range of interesting opportunities for children to engage in both adult-led and self-initiated activities, based upon their unique preferences, interests and abilities. Excellent opportunities are provided for children to explore their own cultures and beliefs and those of others. Makaton has been successfully introduced throughout the nursery as an additional form of communication.

Exceptionally positive partnerships have been established with parents and other early years providers and practitioners. An excellent range of written policies and procedures are in place and are used effectively to agree and maintain good practice. Shared resources, newsletters, a notice board, daily diaries and daily verbal information sharing also enhance the practice further. As a result of this highly effective information sharing, the setting is successful in their ability to be fully inclusive in their practice. They demonstrate an excellent ability to meet children's individual needs and support families exceptionally well. Staff have introduced extremely effective systems for the assessment of children's progress, which include useful written observations, photographs and wonderful examples of children's work. These are shared regularly with parents, in order to celebrate children's achievements and to identify appropriate 'next steps' for their learning and development. These 'next steps' are successfully linked to future planning, which in turn provides excellent opportunities for individual progress.

Staff recognise the benefits of regularly reflecting upon their practice and have implemented highly effective systems for self-evaluation, in order to drive further improvement. All staff are actively involved and are highly enthusiastic about this process. As a result, appropriate areas for future development have been successfully identified. For example, the setting plans to further develop the outdoor learning environment and extend staff knowledge and understanding of how best to support the diverse range of children that may attend the nursery.

The management structure of the nursery provides exceptionally high levels of support for all staff. Staff are deployed very effectively and are extremely confident and competent in their roles and responsibilities. They receive excellent opportunities for ongoing professional development. Their exceptionally good awareness of recent research relating to the care and education of early years children, is put into practice with very positive results.

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

Children's welfare, learning and development are exceptionally well promoted by a dedicated and enthusiastic staff team. Children and babies have established exceptionally strong and positive relationships with adults and other children. They are extremely confident, well-behaved, happy and settled. Children and babies feel safe and secure as they are cared for by their key person in a comfortable, enabling and welcoming environment. They learn about how to identify and effectively manage risk through daily routine activities. For example, they discuss how to handle tools carefully and how to avoid trips and falls outdoors. Children also show an exceptionally good understanding of maintaining their own health. For example, they engage in purposeful discussion with adults during group time, when they agree how to prevent the spread of coughs and colds. Healthy eating habits are actively promoted at the nursery, as nutritious snacks and meals are provided in sufficient quantities for children's individual needs. Children have use of an area of garden for planting and growing. As a result, they are developing an understanding of where fruits and vegetables originate. They also learn about the impact of healthy eating on their growth and development. Children enjoy fresh air and physical exercise in the outdoor learning environment as and when they wish. They demonstrate an excellent understanding of the importance of dressing appropriately for the weather. For example, they put on their warm coats and pull-up their hood to protect themselves from the drizzling rain.

Children enjoy and achieve as they competently build a train track to share with their friends. They successfully complete increasingly complex puzzles with adult encouragement and support. As a result, they are developing their ability to problem-solve. Children and babies are highly effective in their ability to communicate with others. They successfully use body language, facial expression, emerging vocabulary, Makaton and mark-making to express themselves. Children greatly enjoy group story time and listen attentively, joining-in at appropriate times. They are currently engaged in writing Christmas cards to post in the letter box, which is prominently positioned in the role play area. Children show high levels of creativity as they paint freely and make colourful paper chains to decorate the nursery for Christmas. They take responsibility for helping set out activities, tidying away and pouring their own drinks. As a result, children are developing a sound sense of belonging.

Nursery children make a positive contribution to their local community as they are actively involved in raising funds for charity. They regularly welcome visitors to the

setting and are keen to learn about the role they play in society. For example, they have recently invited the fire service to visit, in order to learn about fire safety. An excellent range of toys and resources are provided which positively depict the diverse range of people in the local community and wider world. Children are developing future skills, as they successfully cooperate and negotiate to maintain harmonious play. For example, when sharing tools and materials to make paper chains. Babies and children are very curious and inquisitive to learn. Adults are extremely supportive and full of good ideas for taking children's play further. There is evidence that children are making outstanding levels of progress during their time at the setting.

## 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