

Happy Days Children Centre

Inspection report for early years provision

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Inspection date	07/03/2012
Inspector	Hayley Gardiner

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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 Children Centre has been registered since 2004. It operates from a purpose-built building situated in Minsthorpe Community College grounds, South Elmsall. A maximum of 83 children may attend the centre at any one time. The centre is open each weekday from 8am to 6pm all year round, excluding two weeks at Christmas. All children share access to a secure enclosed outdoor play area.

There are currently 113 children aged from five months to under eight years on roll, of these, 22 children receive funding for nursery education.

The centre employs 18 staff. All of the staff, including the manager hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent arrangements are in place to ensure that all children are safeguarded and well protected with all documentation, policies and procedures complying with regulations to promote children's welfare. The provision promotes equality of opportunity very well through a welcoming, inclusive environment and encourages children to have a positive attitude to diversity. Staff work exceedingly well with parents, other providers and external services to make sure that the individual needs of each child are fully met. Overall, children make significant gains in their learning and development as dedicated staff support them exceptionally well. The staff team have a very good understanding of areas for development in order to constantly improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- developing further the independence skills of younger children.

The effectiveness of leadership and management of the early years provision

The procedures in place to safeguard children are excellent ensuring high priority is given to promoting children's welfare. Staff members are employed following rigorous recruitment procedures with a clear induction process and training programme. Written risk assessments are comprehensive for all areas of the provision, indoors, outdoors and for outings. Areas that are identified as a hazard are addressed immediately and appropriate action is taken. This minimises hazards

to children and protects them further. The environment is well organised and accessible to all children, they move around the provision freely and confidently. All records that support the effective management of the setting and ensure the safety of children are of high quality.

Working partnerships with parents are of a consistently high standard. Staff regularly share all relevant information to support children's welfare and learning. Parents are actively encouraged to contribute to their children's development through parents' evenings and informal sessions. Parents comment about the exceptional support their child receives from all the staff throughout the sessions. The thorough range of policies and procedures that strengthen the smooth operation of the provision are readily available to all parents. Other information regarding the provision is displayed around the setting. Parents are included throughout the setting and are invited to many interesting activities. For example, a parents' workshop session is organised for parents to experience the nurseries activities together. This offers parents an excellent opportunity to understand how their children learn through play. Staff work extremely well with other professionals from external agencies, children with additional needs are splendidly well provided for, with high-quality interventions and rapid referrals. They benefit from the close working relationships of the special educational needs area coordinator, speech and language therapists, health visitors and others. The setting has effective relationships with the local schools and teaching staff to ease the transition period for children and parents.

The children's key person has a good knowledge of each child's background and needs. Children celebrate festivals and have a good selection of multi-cultural resources available such as dolls, jigsaws and books; however, these resources are not always visible throughout the setting. Children have opportunities to taste foods from around the world and explore resources linked to different cultures. They regularly have visits from various people from different countries as part of the college's 'connecting classrooms' project. Children are learning to have a positive attitude towards themselves; the setting encourages this by giving the children lots of praise and making them feel special. Children's birthdays and special occasions are celebrated, with a birthday board in every room.

The systems in place for reflecting on and evaluating practice for the provision are dynamic and vibrant, empowering staff to improve practice and takes the setting's vision further. This ensures that progress is maintained to a high standard and that plans are identified to extend the provision further. The setting has met the recommendations raised since the last inspection. This results in positive outcomes for children. In addition, staff undertake regular appraisals to identify any further training needs and they all fully benefit from a continuous professional development programme which contributes to staffs ability to improve.

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

The staff team have an exceptionally sound knowledge of the learning and development requirements of the Early Years Foundation Stage. Observations are used highly effectively to support and extend children's individual learning across all areas of learning. The systems in place to monitor children's learning progress are rigorous and are given utmost priority. They take very good account of children's individual interests and clearly identify the next steps in their development to extend their progress. Therefore, all children progress consistently very well and often exceptionally well in relation to their starting points. There are high levels of input and support from all staff across the nursery, the teaching highly motivates children to learn and provides children with the time and space for self-discovery and thinking. The principal of the college works within the setting weekly to ensure all children are familiar to him. He praises the staff on their 'creativity, ingenuity, care and professionalism in the design and delivery of learning to the young children at the centre'.

Staff provide an enabling environment where resources are of good quality and in very good condition. Toys and resources are stored in low-level units which encourage all children's independence in making decisions about their learning. For example, children access a good selection of toys and activities and also have a wide range of role play, small world and sound toys. However, on occasion, the younger children miss out on some experiences to further their independence. For example, the children were not encouraged to carry the water to the activity for themselves or pour the water into the flower pot. Children benefit from a good balance of adult-led and self-directed activities.

The children have excellent opportunities to learn about the wider world and their own neighbourhood as they undertake numerous visits to venues, such as, the local hairdressers and swimming baths. Staff are highly skilful at supporting children's understanding of number and their creative development. As a result, the children confidently use counting for a purpose in their play. For example, children count the cups in role play area and then count their peers they are playing alongside. Children show care and concern for living creatures which is significantly enhanced by the teaching staff who talk to the children about life cycles and living creatures. For example, the children observe chickens hatching out of eggs as part of their mini project of new life. Older children have weekly science lessons to become a young scientist, where they develop their knowledge and understanding and problem solving skills.

Staff provide many activities to develop the children's understanding of following a healthy lifestyle. As a result, they delight in playing outdoors and show exceptional co-ordination as they use wheeled toys safely. They have a very good understanding of why they need to wash their hands and why they brush their teeth. The setting has a five star 'Score on the Door' from environmental health and a healthy eating award. Children are encouraged to talk about healthy living and they plant their own herbs and vegetables in their very own allotment, they observe the vegetables as they grow, then they cook and taste these.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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