

Happy Days Nursery

Chapel Town Business Park, Summercourt, NEWQUAY, Cornwall, TR8 5YA

Inspection date

14/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The excellent leadership and management systems result in a highly effective nursery provision.
- An exceptionally knowledgeable and skilful staff team successfully promote children's welfare, learning and development.
- Children are extremely settled, confident and happy as a result of the secure attachments they have formed with adults and other children.
- Children benefit from the well designed and enabling nursery premises and exceptionally high quality toys, resources and equipment.
- Children choose to play indoors or out throughout the day regardless of the weather, as they dress appropriately. As a result, they are well stimulated and make excellent use of the outdoors for learning.
- The nursery provision places a high emphasis on the importance and value of partnership working. As a result, parents are actively involved in their child's learning and relationships with other early years agencies providers and agencies are extremely effective.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play in the indoor and outdoor environment.
- The inspector sampled a range of nursery documentation and children's records.
- The inspector talked to the nominated person, manager, staff, children and parents.
- The inspector observed and reviewed the effectiveness of specific activities with staff.

Inspector

Jayne Pascoe

Full Report

Information about the setting

Happy Days Nursery Summercourt registered in 2012. It is part of a chain of 16 privately owned nurseries and operates from self-contained purpose designed premises. Children have access to a secure outdoor play area. The nursery is situated in the rural village of Summercourt, near Newquay, Cornwall. It is open each weekday from 7am to 7pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 33 children in the early years age

group, some are in part-time places. The nursery receives funding for the provision of free early education to children aged three and four. Some children also attend other early years settings. There are eight members of staff, all of whom hold appropriate early years qualifications to at least level 3. The manager has achieved Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for younger children to make relationships and develop their understanding of diversity further. For example, through displays of photos of their own family and other people, so that they learn that they have similarities and differences that connect them to, and distinguish them from, others.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery provision recently re-registered due to a change of premises. The new premises are of an exceptionally high standard. They are very well-organised to provide separate, well-resourced rooms for the range of differing ages and abilities of children attending. All rooms interlink, to enable children to come together at appropriate times. There is free-flow to the outdoors, enabling children to play in whichever environment they choose throughout the day. Independence and curiosity is promoted extremely well as the low-level storage units, tools and equipment are accessible and attractively displayed. As a result, children have developed very high levels of independence. The management team have carefully planned the nursery provision in response to recent research, in order to achieve an environment, which is conducive to the development and learning of young children. The nursery is calm, spacious and bright. Visual stimulation is provided through wonderful framed displays of children's creative and written work. Displayed photographs of family members and familiar adults promote their sense of belonging and understanding of difference. However, this is not extended to the much younger children. Toys are set out purposefully to attract the interest of the children's attending and lead them into investigatory experiences. For example, magnifying glasses, visual prompt cards and a range of objects previously collected from the outdoors are set out attractively at child-height beside the exit to the outdoor play area. Children browse and select from these items to promote exploration both indoors and out. They show high levels of curiosity, inquisitiveness and are active learners. For example, older children initiate purposeful role-play with a group of friends, using the large wooden construction

shapes. They design and build a pretend aeroplane and agree to fly it to Majorca where it is 'nice and sunny'. However, three children explain that they must 'swim across the sea to Majorca', as they 'have fallen out of the plane' because they did not fasten their seat belts. The supporting adult skilfully allows children to lead play, but very ably interacts to reinforce their good ideas and provide additional resources to extend their play further.

Adults obtain very good levels of information from parents prior to children attending. They offer settling sessions, which parents describe as invaluable in preparing not only their child, but also themselves for their initial steps to separation. Children enter the setting happily and enthusiastically, as adults welcome them warmly and engage them in enjoyable activities. They remain busy and occupied at all times in purposeful and worthwhile play. Babies and toddlers gather around the water tray, sharing tools with which to collect and pour. They explore objects that float and sink. Adults interact very skilfully to challenge children further. They ask open questions, make suggestions for using different objects to explore and provide plenty of praise and encouragement. Assessment systems are highly effective and used very successfully to promote children's learning across all areas. Thorough monitoring of children's development, leads to carefully planned experiences for all children to make excellent levels of progress. Additional support is provided to parents, in order for them to engage in shared home learning. Children's assessment records are shared regularly with parents, to celebrate individual achievements and plan for their future progress. Staff are exceptionally competent in their roles and responsibilities. Their work with children is inspirational, creative, and innovative and maintains a clear focus, which leads to a rapid progression in their learning. As a result, children make excellent levels of progress given their individual starting point. They are actively engaged in a variety of remarkably imaginative and challenging experiences. Children are supported by very competent and knowledgeable adults. They have a secure understanding of how children learn and develop. As a result, children are rapidly developing essential skills to ensure they are very well prepared for future learning, as they move through the nursery and on to other settings and into school.

The contribution of the early years provision to the well-being of children

Children have established strong and positive relationships with their key person and friendships with other children. Therefore, they are happy to separate from their carer, join-in group activities and move freely and independently to select favourite toys. Younger children are developing a very good awareness of their personal care needs and older children are beginning to manage these independently. They take themselves to the toilet, wash their hands and select food from the cafeteria-style snack table. Adults set excellent examples to children of how to behave. For example, they demonstrate good table manners and emphasise the importance of caring for others and for the environment. Children respond very positively and are exceptionally well mannered, polite, kind and considerate to others. They share, take turns, negotiate and cooperate to maintain harmonious play with their friends. They have a mutual respect for one another and older children are good role models for younger children. Because of these exceptionally good practices, the nursery achieves a calm yet industrious atmosphere.

Children are developing an excellent awareness of how to maintain their own safety and that of others. They regularly practise emergency evacuation procedures, explore fire safety, know how to move safely indoors and out and behave appropriately when on outings. They demonstrate their very good understanding during their imaginative play. For example, they pretend they have fallen out of their aeroplane because they have not fastened their seat belt. Children's good health is given a high level of priority. They dress appropriately to play outdoors in the wet weather and talk about why this is important. Children help themselves to healthy snacks and regular drinks. They discuss how to maintain their good health through daily physical exercise, plenty of fresh air and good hygiene practices. Staff understand the importance of promoting children's good health and provide exceptionally clean and hygienic premises, toys and equipment. The environment is of an extremely high standard and there is good ventilation. The nursery smells fragrant and fresh throughout. Outdoors there is safety flooring, a wide range of extremely high quality and very clean resources and a spacious enclosed area for planting and growing, physical play and exploration. The fencing incorporates interesting low-level clear 'viewing panels', through which children can observe the local people and environment. Adults have equipped children with high levels of curiosity, self-confidence and social skills, to enable them to make smooth transitions between settings.

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

The outstanding and exceptionally competent staff team work extremely well together to provide children and their families with an inclusive, welcoming and highly supportive nursery provision. Staff are provided with excellent levels of support by the knowledgeable, inspirational and experienced senior management team. Highly effective systems are in place for the recruitment, induction, training, mentoring and appraisal of staff. The nursery places a high level of emphasis on continual professional development for staff and a focus on relevant and up-to-date early years research. For example, a member of staff completed speech and language training in order to support a child with specific needs, who has now moved on to school. The nominated person has a keen interest in research, which supports the promotion of children's brain development. She used this to influence the recent design of the nursery building. These good practices successfully drive improvement in the standards of welfare, care and learning provided for children. Excellent systems are in place to monitor, assess and plan very good experiences for the range of children across the nursery. This enables children to make excellent levels of progress in relation to their starting point.

Senior management and the staff team demonstrate an exceptionally good understanding of the safeguarding and welfare, and learning and development requirements. They have a clear operational plan in place, which ensures that all requirements are met extremely well. Systems for self-evaluation are robust and target appropriate areas. Action identified for future development includes 'Nipper's Nutrition' workshops for parents, in order to support them in promoting children's healthy eating and a crche for parents attending workshops. A nursery website is soon to be launched. This will provide parents with

instant access to policies, procedures, useful documents and opportunities to share information via the social network. Information sharing is extremely effective. Staff obtain excellent levels of information about what children know, understand and can do on entry to the setting. They offer settling sessions, share children's assessment records and make suggestions for shared home learning. A parent forum has recently been formed to enable parents to be actively involved in the operation of the setting. Workshops are currently provided to support parents in learning skills such as 'baby fun' and 'baby massage'.

Safeguarding procedures are robust. The nursery benefits from a designated health and safety officer, safeguarding officer and behaviour management specialist. All staff are supported in their role by designated members of the senior management team. Vetting procedures are effective in ensuring children are cared for by suitable persons. Any unvetted persons are supervised with children at all times. Visitors to the nursery are monitored closely. Staff are confident in their knowledge and understanding of the local safeguarding procedures. All staff have paediatric first aid certificates and are therefore able to treat minor injuries if required. There is evidence to show that children who need additional help are exceptionally well supported at the nursery. This is a result of the excellent knowledge and skills of nursery staff. They show a strong commitment to continual professional development and their ability to work very effectively with local early years agencies. Links with local early years providers and schools are well-established and ensure that continuity of care and learning are achieved. Excellent partnership working with parents successfully promotes children's well-being, learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446025
Local authority	Cornwall
Inspection number	807855
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	33
Name of provider	Happy Days Day Nurseries Limited
Date of previous inspection	Not applicable
Telephone number	01872 511 020

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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