

Sparthfield Happy Day Nursery

419 Whalley Road, Clayton le Moors, ACCRINGTON, Lancashire, BB5 5RP

Inspection date	11/03/2013
Previous inspection date	05/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff and the management team have an outstanding knowledge of the Early Years Foundation Stage. Staff are highly knowledgeable and use a wide range of learning strategies to engage children in learning.
- Exceptionally warm and caring attachments are evident between children and staff. This supports children to become independent and highly motivated learners.
- Meticulous systems for observation, planning and assessment are in place. This ensures that practice provides a range of challenging age and stage appropriate activities.
- Highly comprehensive self-evaluative practice is in place which consistently identifies areas for further development. This leads to ongoing quality improvements.
- Children explore the highly engaging environment with confidence and enthusiasm. They independently access resources and initiate their own play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities and children at play throughout the inspection.
- The inspector spoke with children, staff and the management team throughout the inspection.
- The inspector looked at children's development files to ascertain their progress in achieving the early learning goals.
- The inspector looked at documentation, policies, procedures and self-evaluation processes to ensure that they supported quality outcomes for children.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

Sparthfield Happy Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted, detached Victorian property in Clayton le Moors, Accrington. It is privately managed. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor and there is a fully enclosed area available for outdoor play. The nursery employs 16 members of childcare staff. Of these, three hold appropriate early years qualifications at level 5, one holds a qualification at level 4, eleven hold a qualification at level 3 and one holds a qualification at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 89 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- consider developing further opportunities to explore equality and diversity through using different texts. For example, by using dual-language books.

Inspection judgements

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

The staff and management team have an outstanding knowledge of the Early Years Foundation Stage and use this exceedingly well to support children in their learning and development. The environment is highly stimulating and contains an immense breadth of quality resources which provide children with a wealth of engaging learning opportunities. Staff use resources extremely well, and as such, children's learning is significantly enhanced. The nursery incorporates four rooms which care for babies, toddlers and pre-school children. This ensures that resources and activities are age and stage appropriate. Each room has designated areas of learning which inspire children to become highly motivated learners. For example, children go on a 'bear hunt' in the outdoor area and act out familiar scenes from the popular children's story. They walk through trays of brown paint and make footprints on large pieces of paper. This is then turned into a display where children's comments are documented, such as 'We went swishy swashy'. Staff skilfully extend children's language by modelling language and posing questions, such as 'where do you think the bear may be hiding?' This teaching strategy promotes children's language skills and memory as they recall key events from the story.

The environment is vibrant and highly engaging, supporting children to independently access resources and initiate their own play. Children are extremely confident and self-assured and explore their surroundings with a very high level of enthusiasm. The environment is rich in language with innovative displays that exhibit children's work. For example, a display based on a story about three bears contains key words, such as 'big bear' and 'little bear'. Children exhibit excellent levels of self-esteem in their environment, as they comment on the display 'we made this big picture for our wall'. Displays engage children to notice text in the environment which supports early literacy skills.

The outside area is superb and promotes all areas of learning. Children access the outdoor area every day. Children balance on tyres, transport water, play in the sand and sit in an outdoor gazebo reading books. Children delight in playing pirates; they use an outside digging area to search for treasure before sitting in a real life sized rowing boat that has been inlaid into the floor. Resources are stored on low-level shelving and storage units which allow all children easy access regardless of age. For example, babies access resources from treasure baskets placed on the floor whilst older children access resources from storage boxes. Storage boxes have photographs of the contents attached. This allows children to make independent choices in their play and helps them when tidying up.

Staff undertake regular detailed observations, speak with children and identify children's next steps in development. This becomes a focus which is built into planning activities that inspire and challenge children. Children's individual needs and interests are built into planning. For example, staff provide focused activities to children in their key group to support them as they develop their skills. Children's next steps in learning are superbly identified which staff then use to monitor and assess children to ensure that teaching is inspiring and fully supports children's needs. Assessment is rigorous. This gives staff excellent knowledge of children as they work towards the early learning goals and develop the necessary skills to support their readiness for school. Parents contribute to children's learning by undertaking observations at home, completing 'all about me' sheets, contributing to baseline assessments and commenting on summaries of children's learning. Staff have excellent partnerships with parents through innovative ideas which supports purposeful partnerships. For example, the nursery operates a parents' focus group. This is where parents can express ideas for improvements, offer their help, and identify skills that they may be able to bring into nursery to support children's learning. Parents are kept very well informed of their child's progress through parent evenings, newsletters and daily verbal feedback.

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

The staff give the highest priority to children's safety, whilst on and off the premises. For example, when children eat lunch, staff encourage them to think about how to keep themselves safe by discussing the appropriate use of knives. In addition, visitors are invited into the nursery to raise children's safety awareness. For example, community police officers are invited to talk about road safety issues and stranger awareness.

Children develop an excellent understanding of the importance of exercise through a wide

variety of activities. Children enjoy daily access to the outdoor area, music and movement sessions and regular trips and outings. For example, children visit the library for story sessions, walk in the local woods, visit the children's science museum and have an annual visit to a pantomime at Christmas. Children develop an understanding of healthy eating through discussion and having their own planting area. Children grow potatoes, green beans and tomatoes. This allows children to appreciate making healthy choices and explore where food comes from. In addition, the nursery has supports the 'smile for life' award which encourages tooth brushing and looking after teeth. Highly nutritious menus offer an excellent choice of healthy options and dietary options.

Children express emotions and feelings through their play. For example, young babies listen to familiar songs on a compact disc player, swaying to the music and giggling as they imitate their key person expressing themselves through music. Staff provide excellent role models by talking with babies and providing a running commentary. Babies 'talk' with staff, babbling and laughing as they explore making different sounds. This supports even the youngest children in developing their language skills. Staff build exceptional relationships with children. Children's behaviour is excellent. Staff consistently praise, provide encouragement, and offer age-appropriate interventions. For example, older children use a 'wow' board which facilitates children's pictures being hung on the wall for positive behaviour. Children are highly motivated by this and look forward to receiving certificates at the end of each week.

Children learn about different cultures and beliefs by celebrating a range of festivals throughout the year. Staff plan a wide variety of activities to allow children to explore different cultures, such as, food tasting, art and craft activities, cultural dressing up clothes and using a wide range of multicultural resources. Opportunities to explore the wider world through using dual language books are less well used.

The nursery has highly effective partnerships with other providers, consequently, children are exceptionally well prepared for the next stage in their learning. Progress and transition documents are completed by staff as children move between rooms in the nursery. Children are prepared for transitions to school by a range of supportive strategies. For example, school teachers are invited into nursery, a transition document is completed, children play with school uniform in the role play area and staff talk with parents about how they can best support through the transition process. This ensures that children are fully prepared in times of change and transition.

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

Safeguarding is outstanding because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are safeguarded and well protected in the setting. All staff attend regular safeguarding training, policies and procedures are discussed at every staff meeting, there is a designated safeguarding officer and parents use a secret password system if they are unable to collect their child. The environment also has safeguarding

measures in place, such as key fob entry on all internal doors, written risk assessments are in place and cameras are distributed throughout the nursery.

Planning and assessment procedures are regularly monitored and evaluated by the management team. This ensures that staff provide purposeful and developmentally challenging activities which highly support children's progress as they work exceedingly well towards the early learning goals. Planning is extremely flexible and is based on children's interests and individual needs. Children are confident and active learners, engaging in their environment through exploration and questioning. Highly skilled staff consistently praise children's achievements which builds children's self-esteem. Staff have an excellent understanding of the importance of partnership working which ensures that children's individual needs are exceptionally well met.

The management and staff team offer highly comprehensive levels of care for children. As a result, children's learning and development are significantly enhanced. The nursery undertakes self-evaluative practice which takes into account the views of children, parents and staff. The management team consistently analyse and self-challenge to clearly identify strengths and weaknesses. The nursery undertakes quality assurance which supports staff in an ongoing programme of development and continuous improvement.

Recommendations from the last inspection have been addressed and the nursery is now using self-evaluation to identify key areas for continuous improvement. Staff are fully supported by the management team to consistently develop their skills and knowledge. In-house training opportunities are provided for staff. For example, staff visit a local woodland to discuss and reflect on how they can improve their outdoor play provision. The leadership team is highly inspirational and motivate staff extremely well. Staff have a wealth of knowledge and expertise and are exceptional role models for children. Parents are extremely complimentary, and comment 'staff are excellent in encouraging my child to learn new skills' and 'you have given my child a great start in life'.

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 action. 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	EY339312
Local authority	Lancashire
Inspection number	849266
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	89
Name of provider	Sparthfield Happy Day Nursery Ltd
Date of previous inspection	05/05/2010
Telephone number	01254 301524

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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, which are usually the childminder's 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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