

# Happidayz Nursery

Albert Street, Masbrough, Rotherham, South Yorkshire, S60 1HH

<b>Inspection date</b>	27/03/2013
Previous inspection date	25/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children form close relationships with the staff and they develop a good sense of well-being and belonging. This helps children to feel safe and secure.
- Children are protected as staff demonstrate a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Partnership with parents is strong. Staff and parents communicate well, which helps children's continuity of learning and care.

### It is not yet good because

- Staff do not consistently have the skills to meet the characteristics of effective teaching and learning, as they do not always consider ways to support children to strengthen their learning during self-selected play, or extend children's interest and ideas in order to re-shape tasks.
- Older children's growing independence is not fully encouraged through regular opportunities to do things for themselves.
- Children do not consistently have rich opportunities to select and engage in a range of creative activities, which encourage them to explore and experiment with different media and materials.

## 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 in the main playrooms and the outside learning environment. The inspector and manager completed a joint observation.
- The inspector held meetings with the manager and owner of the provision and had discussions with other staff members about their roles and responsibilities.
- The inspector looked at samples of children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation information and a range of other documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day.

## Inspector

Yvonne Layton

## Full Report

### Information about the setting

Happidayz Nursery opened in 2000 and is privately owned. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the Masbrough area of Rotherham, South Yorkshire. The nursery serves the local area and is accessible to all children. It operates from a converted club and school, and there is an enclosed area available for outdoor play. The nursery employs 20 members of childcare staff, 18 of whom hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 99 children on roll, of whom 97 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special needs and/or disabilities.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure staff develop their skills so that they understand the characteristics of effective teaching and learning by, for example, considering ways to support children to strengthen and deepen their learning and development during self-selected play, and extending children's interest and ideas in order to re-shape tasks.

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

- support older children's growing independence further to encourage them to do things for themselves during everyday activities, such as mealtimes
- improve the educational programme for expressive arts and design by increasing the range of media, materials and sensory experiences to enable children to explore colour, texture and space.

## Inspection judgements

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

Children make steady progress in their learning and development and are developing the skills they need to help with the next steps in their learning, including school where applicable. Staff have an appropriate knowledge of the Statutory Framework for the Early Years Foundation Stage in order to guide the development of children's capabilities. Staff join in children's play and offer good support and encouragement in most cases. However, there is some inconsistency in the quality of teaching as not all staff are always sufficiently clear about extending children's play and the best way of supporting them with this. For example, children are not fully challenged through questions that encourage them to think creatively and critically, or enable them to practise and refine their skills. As a result, staff miss opportunities to develop children's individual and independent interests into something meaningful that they can learn from.

Generally, children have good opportunities to choose from a wide range of resources and activities in specific continuous play provision areas, for example, construction areas, book dens and home corners, which reflect everyday life. Children learn to play alongside their friends and enjoy inventing games. For example, they use dough to make tunnels for trains. Toddlers develop their physical skills through playing with pushchairs and steering them with care around the room, and climbing the ramp and steps on the indoor climbing frame. Children show a lot of interest in books and sit together, alone or with staff for a considerable amount of time studying each page and turning the pages carefully, showing good physical control. They listen to stories avidly and enjoy close contact with staff as they sit on their knees. All children have free access to resources that help them to develop their early writing skills, such as pencils and crayons.

Older children participate in a wide range of creative and art activities. For example, they learn about colour as they mix their own paint. However, younger children and babies are not able to express their own creativity as freely. They do not have enough opportunities to explore or play with a range of media and materials, such as paint, sand and water. Staff suitably support children to learn about the community and the world around them through activities, such as national and international celebrations. Children also visit the library for themed story and activity sessions. They learn about nature appropriately. For example, they go on nature walks where they collect leaves and twigs, and children investigate them by using a magnifying glass.

Generally secure planning and monitoring ensures the seven areas of learning are appropriately included in the activities on offer. Staff observe children as they play and use this information to plan further experiences in the children's learning. Appropriate next steps are followed where children need support, challenge or have a particular interest. All staff use a consistent observation and assessment, which contributes well to children's transition as they move through the nursery. Staff track children's development appropriately to check that they are making progress in relation to their starting points. They use this information to focus on any concerns they may have about a child's progress, which enables them to act on it by working closely with parents and any appropriate specialist professionals. Those children with English as an additional language receive appropriate support in their communication skills and are also making sufficient strides towards attaining their individual goals.

Each child's key person successfully supports links with parents and carers and includes

them in their child's learning. Daily chats keep parents well informed verbally and promote positive relationships between the staff and parents. Parents contribute initial information about their child's learning and development at the start of the placement. Staff use this information successfully to build on through their own observations and assessments. Staff display information about planned activities and the Early Years Foundation Stage for parents to see and are happy to talk to them about their child's learning and development at any time. Parents have opportunities to view their child's learning journals when they wish. Staff complete consultation evenings so that parents and family members can have focused discussions with their child's key person. Parents are also provided with ideas to extend their children's learning at home, and the setting provides story sacks for them to use.

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

Children's well-being is supported because their key person helps them to feel secure and happy so they enjoy being at the nursery. Staff take care to ensure they obtain information from parents about children's likes, dislikes and routines. Close relationships mean that children form sound attachments with the staff and develop a sense of belonging. Transitions within the setting are strong. Children have suitable continuity of care and learning because staff make sure that when they change rooms they are secure in their attachments and parents are consulted. Children are starting to learn about what is acceptable behaviour as the staff are suitable role models, supported by consistent behaviour management routines. Communication is generally good as the staff use lots of positive praise and encouragement. Throughout the nursery, photographs of children and their families are displayed, which extends children's sense of self. Their independence is suitably supported as they are encouraged to tidy away activities, put on their own coats and prepare their own snack. However, there is scope to develop this further so that older children can be truly independent and make choices in everyday activities, such as at lunch time.

Children's physical skills are suitably well promoted as they experience activities inside and outdoors at the nursery. For example, all children use the outdoor area for active play and they regularly sing and enjoy action rhymes in the nursery. In addition, children learn about their community as they go for walks and babies can explore during visits to the park. They are starting to learn about personal care as they are familiar with the established hygiene routines. This is extended by a visit from a dentist where they learn about keeping their teeth healthy. Children learn about healthy eating as they take part in baking activities and are offered healthy snacks and meals. Children feel and are safe within the nursery and with staff as they minimise any potential hazards within the setting. They understand about keeping themselves safe because they learn about fire safety by practising the evacuation procedure.

Children learn about other cultures and people through a range of planned and spontaneous activities. For children who speak English as an additional language and who have special educational needs and/or disabilities, their individual care, learning and development is supported well and staff ensure they are fully involved in the nursery. Children's transitions from home and with other providers to the nursery are secure. Staff

obtain and receive information from other providers to gain a clear understanding of children's individual needs, interests and starting points. This is used to provide generally purposeful experiences that allow them learn in the setting. Children are appropriately prepared for any transitions between other early years settings. Staff support them to be confident and secure about moving on so that they continue to learn and make progress.

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

Children's experience is broadly secure as the management and staff have a good enough overview of the learning and development requirements. This is because they have a solid understanding of the prime and specific areas of learning and a satisfactory understanding of how children learn. The manager monitors the educational programmes and children's assessments, including the progress check at age two, to make sure children's learning is supported appropriately and they make progress. Staff training and regular staff meetings make sure children's learning needs are met. However, there are some gaps in the monitoring of the quality of teaching and this affects children's ability to reach their full learning potential.

Children's safety is effectively prioritised. They are protected as staff have a strong understanding of safeguarding procedures and know when to take action to safeguard children. Staff are alert to the possible signs of abuse and know what to do if they have any concerns about a child. They receive training in this area. In addition, all students, as part of their induction, receive clear information about what to do if they are concerned about a child. Children are secure as the environment is fully risk assessed and all required and additional documents are in place and maintained, including accurate accident and medication records, all of which ensure children's well-being is assured. Clear staff procedures, a range of training, staff meetings and appraisals make sure staff are secure in meeting children's care and safety needs.

The inspection took place after a concern was raised about the suitability and qualifications of staff, access to the setting and staff deployment. The inspection found that staff are suitably qualified, deployed well and staffing ratios are met. The manager maintains an overview and makes sure staff are deployed where they are needed. No visitors can enter the nursery without clearance and all external and playroom doors are secure, with coded and finger print identification entry to restrict access. Interactions between the staff and children are warm and caring, with staff treating children with respect. There are appropriate procedures that ensure staff remain suitable for their role. Therefore, children's safety and well-being are promoted.

Staff develop effective partnerships with parents, who say they are happy with the care and learning their children receive and care is consistent. A written daily record about children's care and activities keeps parents appropriately informed. In addition, staff keep parents well informed about nursery practice, for example, there are parent information boards throughout the setting. Children's experiences are extended as parents' opinions are sought and acted upon. For example, parents have opportunities to record their views, which management review and act upon appropriately. Sound partnerships with other

agencies and providers are established and appropriately contribute securely to meeting children's needs.

The nursery has undergone significant changes in the management structure in the last few months. As a result of this, the manager is in the process of extending and enhancing the nursery's self-evaluation, including the completion of a local authority quality assessment. The recommendation from the last inspection has been addressed appropriately. In addition, parents' and children's opinions are sought and used to implement change. Therefore, continuous improvement of the nursery will benefit children's care and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	403395
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	905481
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	108
<b>Number of children on roll</b>	99
<b>Name of provider</b>	Tina Wynne Scully
<b>Date of previous inspection</b>	25/07/2011
<b>Telephone number</b>	01709 560 303

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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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