

# Happy Days Nursery

Telscombe Parish Hall, Tyedean Road, Telscombe Cliffs, Peacehaven, East Sussex, BN10 7AU

## Inspection date

27/06/2013

Previous inspection date

21/11/2008

## The quality and standards of the early years provision

**This inspection:**

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 are happy and settled as they develop positive relationships with the staff and each other.
- The staff help children to behave responsibly and share resources as part of their preparation for a smooth move to school.
- Parents are very positive about the care and learning their children receive.

### It is not yet good because

- Children with additional or specific needs do not have targeted plans in place to enable staff to effectively promote their learning and development.
- Not all staff are aware of children's next steps in learning so they can fully support these during play activities.
- There is little reflection in the environment or resources that positively reflect the diversity of children attending.

## **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 play room and outside area.
- The inspector spoke to staff and with the owner/manager of the nursery.
- The inspector looked at some children's records, including the assessment systems.
- The inspector spoke to parents and took their views into account.
- The inspector checked evidence of safeguarding practices, ongoing professional development and self-evaluation processes.

## **Inspector**

Sue Taylor

## Full Report

### Information about the setting

Happy Days Nursery registered in 2001 and operates from Telscombe Parish Hall at Telscombe Cliffs, near Brighton and Hove. Children have sole use of the premises, including an enclosed outdoor play area. The nursery is open each weekday during school term times, from 8.45am to 2.50pm, except for Wednesday when the nursery closes at 2pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 74 children aged from two years on roll, all of whom are in the early years age range.

The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 13 members of staff, nine of whom hold appropriate early years qualifications to National Vocational Qualification level 3 and two who hold a level two qualification. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

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

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

- develop targeted plans to support children where there are significant concerns, or an identified special educational need or disability, to support their future learning and development.

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

- strengthen the assessment and planning processes by ensuring all staff are fully aware of all children's next steps in their learning, so they can effectively provide challenging experiences for each child across all areas of learning, indoors and outside
- improve the reflection of all children's cultures and home languages in the environment to fully promote diversity and help children's awareness of people's differences.

## Inspection judgements

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

Children are making sound progress in their learning and development, although the quality of the staff teams' knowledge and expertise varies. As a result, not all children have effective assessments made of their individual learning needs. Each key person identifies their key children's next steps from their observations. However, not all staff are clearly aware of what these are in order to support individual children during play activities. As a result, not all children currently receive challenging experiences to effectively meet their individual learning needs. In particular, some children who require specific input do not always have individual educational plans to enable all staff to support their learning and development. The staff have made a positive start to the implementation of the required progress checks for the two-year-olds. They produce summary reports that inform parents of their child's achievements in the main areas of learning. This includes some detail on children's personal, social, emotional and physical progress, as well as their communication and language development. Staff verbally share information with parents daily about their day and any significant achievements. Parents know they can view their child's learning records, some of which are extremely informative and speak to staff about children's learning at home. However, they do not routinely know what their child's next steps in learning are.

Overall, the staff promote children's developing language development. They have daily singing activities and story times. Some staff ask questions that require children to think of the answer, rather than just answering yes or no. The support for children who speak English but who may have additional home languages is less effective. The staff do not encourage them to use their home languages in their play and learning. Staff use some sign language to help those children who are less confident to communicate. Children make choices about their play from the available resources or enjoy getting involved in activities planned by the staff. The role-play area is very popular, particularly when set up as a hairdressers. Children try on the wigs or make appointments using the phone and the diary. This supports their imaginative play, communication and early writing skills.

Children enjoy exploring the good range of different musical instruments outside. Some manage to successfully beat a drum in time to a song they are singing. Staff support children's developing physical skills with some games outside. For example, they use the hoops to practice jumping. Children also enjoy action songs led by the staff. Children are confident and keen to play with staff or other children. This demonstrates positive personal, social and emotional development. The staff support those children due to go to school with visits, stories or discussions about school. A very informative leaflet is soon to be available to parents. When children wish, they can use their writing books to practise in and take homework home. Overall, children gain the skills they need for their future learning.

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

The nursery has a suitable key person system in place and overall staff are getting to know the children well. Effective information gathering from parents, when children start, means that staff are well informed about their key children. This helps them be aware of children's likes and dislikes or their favourite activities. The relationships that children

develop with the staff and other children help them gain a sense of belonging and positive self-esteem. As a result, they are happy and settle well. The staff help children to behave responsibly. Children share resources with others and play happily together or alongside each other, appropriate to their age. The children develop some independence skills. For example, they are able to go to the toilet when they need. However, the staff are not fully exploring this to offer more challenging experiences for children, such as pouring drinks at snack time. Children enjoy playing outside as part of learning about and gaining a healthy lifestyle. They benefit from healthy snacks and parents receive guidance on providing suitable packed lunches. Children are beginning to learn to keep themselves safe. The staff plan safety awareness activities and practise fire evacuation drills, though not recently. The recent incident indicated that processes to ensure the safety of children are not always robust.

Children happily enter the nursery playroom and settle quickly at an activity of their choice. There are restrictions to what the staff can use and display in the hall. As a result, some activities are only available for outdoor play, such as water and sand play. However, these are not out everyday. The staff vary the selection of resources and activities they put out throughout the day, for engaging children's interests and learning. Some resources positively reflect diversity and help children learn to respect and value others. However, these do not fully reflect the cultural diversity of children who attend. The outside area is secure and provides space for outdoor play, although there is not always a wide range of challenging learning experiences.

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

Current arrangements for safeguarding children are satisfactory. The inspection took place following notification of an incident and concerns raised when a child was able to leave the nursery premises unsupervised. The owner is aware of her responsibilities and took steps to inform parents and Ofsted. Since the incident and following advice from the fire safety department, she has put in place improvements to the security of the building. These include hooks on exit doors, safety gates on the steps to the stage and door alarms. This, in addition to heightening staff awareness, helps prevent children leaving unattended.

Overall, there is a suitable understanding of the safeguarding and welfare requirements. Required documentation is in place, such as clear attendance records, to support the safe and efficient management of the nursery. There is a suitable recruitment process and the owner ensures that she obtains appropriate checks to help ensure the continuing suitability of staff. The staff recently did some safeguarding training to update their knowledge. This helps ensure they have a clear understanding of the processes to follow in the event of a concern about a child in their care. Overall, supervision, annual appraisals and training are available to help promote staff's professional development. The owner and staff regularly assess and monitor children's progress in the areas of learning, although the quality of this varies across the staff team. As a result, not all children have clear targeted plans to ensure their identified learning needs are being well met. The self-evaluation of the nursery is improving, as the staff team are engaging with a local

authority quality scheme. This helps them gain an awareness of strengths and identify development areas to have a positive impact on children's learning. The nursery demonstrates a sound capacity for continuous improvement.

Parents are able to view the varied policies and procedures, so they are aware of the practices at the nursery. Relationships with parents are good as seen from the positive responses in recent questionnaires. Those spoken to are more than happy with the care and learning provided. Partnerships with other professionals and early years settings are developing to help support children's care and learning. However, effective use is not always made of shared information in planning for individual children.

### **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>	EY305788
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	924722
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Evelyn Jean Blyth
<b>Date of previous inspection</b>	21/11/2008
<b>Telephone number</b>	07866201996

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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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