

Happidayz Nursery

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

Inspection date

09/07/2013

Previous inspection date

27/03/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children's individual learning and care needs are met well as staff give high priority to them. Throughout the nursery children are happy and well settled. They are confident as they engage in conversations, welcome visitors and move around the different areas of the nursery with confidence.
- Children are able to make good progress across the seven areas of learning as they have opportunity to enjoy a rich range and effective balance of child-led and planned activities that provide interesting and challenging experiences.
- The staff have established strong links with parents and other providers, as a consequence the continuity of children's learning is well-supported.
- Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage successfully promoting children's safety and well-being.

It is not yet outstanding because

- There is scope to allow children to further extend their rapidly growing sense of exploration by providing areas outside where they can investigate the natural world, construct and build and be able to use a well-resourced playhouse.
- Children's learning about self-care and good hygiene is not as fully supported as there is no hand washing facilities outside for when they choose to have their snack.

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 between the staff and children and spoke to the staff and the children.
- The inspector held meetings and discussions, including a joint observation with the manager, staff and deputy manager of the nursery.
- The inspector sampled a range of policies, procedures, records and developmental files.
- The inspector also took account of the views of parents and carers spoken to on the day and of information included in feedback from parents.

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, 19 of whom hold appropriate early years qualifications at level 3 and level 2. The nursery has a cook.

The nursery opens Monday to Friday all year round, except for bank holidays and Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 111 children on roll, of whom 85 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. There is an after school club, which provides mainly holiday care, for children who have attended the nursery or have siblings at the nursery.

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 children to investigate, explore and develop different interests in the outside area by, for example, enabling them to have first-hand contact with the natural world, providing opportunity for den-making and revitalising the play house
- increase children's awareness and concern for their own personal hygiene by providing hand washing facilities outside so that they can wash their hands prior to eating snack.

Inspection judgements

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

The quality of teaching is good. This is because staff have a solid knowledge and understanding of the prime and specific areas of learning and how children learn. They plan an environment where all seven areas of learning are covered. This includes a high focus on the prime areas of learning. Children are eager to try the activities on offer. They move around from activity to activity with good staff support to enhance their learning and

development. Staff observe children closely and interact effectively with them. Consequently, children make good progress in their learning, which enables them to be well-prepared for the next stage of their lives and in preparation for school.

Children's learning and development needs are strongly met because staff move around the room, providing individual attention as they get down to the children's level. They encourage and extend their learning as they give them ideas, provide challenge and get them to think critically about the activities they choose and are involved in. For example, when children find spiders and ants, staff advise children how to look after them so they do not get squashed and they look for spider webs. Children draw pictures of the spiders and staff encourage them to consider the shape of the body and count how many legs spiders have. Children are challenged as they are encouraged to experiment with early writing and reading appropriately.

Staff enable the children to make their own choices as they self-select from a good range of resources. For example, all children can freely access a wide variety of resources for sand and water play and art and craft. In addition, young children explore size and shapes as they learn which lid fits on a set of different sized boxes. They explore texture as they use natural resources and home equipment, including loofas and scrubbing brushes. Books are readily available and children enjoy listening to familiar stories. They 'experience' stories for themselves as staff encourage them to tell their own stories, for example, what they have done over the weekend.

Children's language and communication is fostered efficiently by staff extending their vocabulary and thinking as they ask open-ended questions and listening carefully to the children's responses. This is extended and children start to recognise sounds as they complete phonics games and activities. Children's own creativity is enriched as they express themselves freely in imaginative play, art and craft. For example, children learn about colour as they mix paint. Older children learn control as they paint stripes on paper, this is extended as they move onto spots.

All children have good experiences in the outside environment, which provides opportunities for them to learn and develop. Indoor activities are taken outside and spontaneous activities provide an enjoyable experience. For example, books, writing and craft resources. In addition, activities including, bubble chasing provide additional fun and learning. There is scope to expand children's already rapidly growing sense of exploration in the outdoor area. Currently, there are no natural areas, for example, soil, nature areas and facilities for den-making. The play house is not well utilised and requires revitalising to really capture children's interest.

Children learn about nature and the community as they undertake outings and themed activities. Themes are extended and redirected to follow children's lead and interests. For example, children's interest in creatures is extended and integrated into other areas of learning. Staff support children to learn about lifecycles using related books. This is extended as they investigate different creatures. Children use their own clipboards to record what they see and find during activities. Children's learning is about mathematics is also, supported as they count and compare different frog figures.

Effective procedures are in place to observe, assess and plan for children's individual progress. Activities and opportunities are planned around the children's interests, whilst taking into account their next steps in development. Detailed observations and assessments, summative reports and the progress check at age two makes sure children are reaching their developmental stages and are making good progress. Procedures for monitoring children's development are effective in tracking the progress they make over time and involve parents' contributions well. Staff provide interesting and challenging experiences that meet the needs of all children, including children who speak English as an additional language.

Children's learning and development benefit from the effective partnerships with parents. Staff work well with, and involve them to enable them to play a full and active role in their child's learning. For example, the nursery holds parent days where parents can view and comment on their children's progress and become involved in activities. These occasions are used for staff and parents to share ideas about activities and events that children enjoy. Staff make sure that children who speak English as an additional language are enabled to make progress in their learning by personal individualised communications between parents and the staff.

Children are fully supported in the transition from home to the nursery. Staff gain a good understanding of their individual preferences, interests and starting points and use this to provide experiences that allow them to flourish in the setting. Staff enhance children's future skills as they support them to use a large range of technology resources, including, a light box, computers and programmable toys. Children are prepared well for school as the staff actively promote independence and group skills. They are encouraged to talk about going to school and share their expectations. The nursery has established an effective system for communication with schools and other providers to make sure children are securely prepared and supported in any transitions and for entry into school.

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

Close, caring relationships and attachments ensure children are secure, happy and confident at the nursery. Staff know the children well. Therefore, they are able to meet their care and learning needs effectively, including those children who speak English as an additional language. An effective key person system makes sure that strong relationships are formed between staff, children and their families to promote a good level of well-being. Family photographs and photographs of the children participating in activities are attractively displayed and used in topic books, which contributes to their good self-esteem and sense of belonging.

Children demonstrate through their behaviour that they feel safe and secure within the nursery. Soft furnishings in the baby room help to provide a 'home from home' environment, which enables them to settle. Care routines are well known to meet their individual needs. In addition, a daily diary sheet keeps parents informed about their child's day.

Children are given the confidence to explore and become involved. This is because the

staff nurture and encourage them. Children behave well as staff are good role models. They consistently remind them about how to behave and explain why it is important. Staff engage children well to learn about other cultures and people through planned and spontaneous discussion and activities. They enjoy national and international festivals and celebrations. In addition, children learn about the history of the area. For example, they look at photographs of the building before it was a nursery. All of which, enables the children to learn about other people and gain a sense of self.

Physical skills and exploration are very well-promoted as children can undertake challenges as they use a wide range of physical resources and activities indoors and outside. For example, toddlers use a step ramp. Children create their own balancing activity using wooden building blocks and crates. In addition, all children can be involved in action rhymes and songs. A balanced diet is provided. In addition, children cook and bake and learn about healthy eating through displays. For example, a favourite story 'The Hungry Caterpillar' is used to promote healthy eating.

Children positively learn about safety and self-care by routine activities and discussion. For example, a visit from a dentist enhances their learning about looking after their teeth. They learn about keeping safe as they interact with the police and fire service at the nursery. Self-care is, overall, promoted well as the children benefit from established hygiene routines. There is scope to enhance this as when children are outside, and choose to have a snack, there are no immediately available hand washing facilities.

Children are actively encouraged and supported to try to do things for themselves. The staff are skilled at knowing when to stand back to enable the children to explore for themselves and when to provide support. For example, children spontaneously decide to make a horse out of card. They use scissors to independently make the horse and cut and clip the edges successfully. Staff then support them to stick on the tail as help them by holding the sticky tape. Staff help young children to construct hair for dough figures by assisting them with the tools when needed. They then encourage them to consider if the hair is to be short or long. The children then 'cut the hair' themselves. Staff build respectful and caring relationships with all the children and their families. Transitions between rooms and with other providers the children attend are carefully planned to make sure children are secure. Older children are fully prepared for the school environment because staff make sure they are confident and well prepared socially. Therefore, continuity of children's care is assured.

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

The management team make sure children's learning needs are met as they oversee the educational programmes. This includes the formal and informal observations of staff practice. In addition, they monitor the plans for activities and children's development records. Therefore, any gaps in children's learning are quickly identified. The staff have made strong progress in their quality of teaching, through training and by themed meetings. They are understanding and are confident to implement the characteristics of effective teaching and learning well. The manager and staff have a good knowledge of all

areas of learning and development and the way children learn. This is being developed continually and new ideas are shared by staff. Staff training needs are recognised and acted upon by management. Consequently, children are making good progress in their learning and development. They gain an exciting and enjoyable experience at the nursery.

Children are well protected because staff have a strong understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children's well-being is assured as the established staff team keep the premises secure. For example, the nursery rooms are secured by key coded doors and finger print recognition system. Staff clearly know which children are present as in each room they sign children in and out of the nursery. Staff to children ratios are maintained well. This is confirmed as the manager maintains a daily staff overview to make sure the ratios are met and children gain a positive experience at all times. In addition, children are secure as there are effective collection procedures which make sure they are collected by a known adult. Children's well-being is further assured as there are robust recruitment, induction and performance management systems, which make sure that staff remain suitable and they are clear about their roles and responsibilities.

Children's safety and security is given a high priority as staff are vigilant to make sure they are kept safe. They supervise the children well at all times, while allowing them to take risks safely. Hazards are kept to a minimum. Daily checks and risk assessments are carried out to provide a safe environment. Resources are safe and maintained well. Items, such as, children's chairs are child-sized, well-made, very stable and sturdy. There is a good range of policies, procedures and records, including thorough accident and medication records, which effectively support the safety of the children and the management of the setting.

Partnerships with parents are strong. This is enhanced as they are invited to discuss events within the family and their daily life. As a result, staff can promote consistency in children's care and learning. In addition, parent noticeboards and comment books make sure that they are fully informed about all aspects of the nursery, the Statutory framework for the Early Years Foundation Stage and additional information. This includes by dual language posters. Effective partnerships with external agencies and other providers are well established and contribute securely to meeting children's needs.

There is an overall, secure management structure, with the manager and deputy manager having a clear understanding of their role and responsibilities. There was an issue during the manager's absence and the deputy manager was not aware of her responsibility for notifying Ofsted of specified events and occurrences. This has been rectified and the deputy manager is able to relate confidently and accurately which events and occurrences she must inform Ofsted about.

The nursery is in the process of completing a local authority quality assurance scheme. All actions and recommendations from the last inspection have been positively addressed. Parents and children's views are sought and used to help to monitor the quality of children's learning, development and care. The manager and staff show enthusiasm and dedication to their role. They are proactively making changes to all aspects of the nursery

and are strongly committed to make ongoing improvements. The commitment to continually develop the provision to make sure children reach their full potential in their learning and development is evident.

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	403395
Local authority	Rotherham
Inspection number	926598
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	108
Number of children on roll	111
Name of provider	Tina Wynne Scully
Date of previous inspection	27/03/2013
Telephone number	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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