

Happylands Day Nursery

Lyppard Grange, Ankerage Green, Worcester, Worcestershire, WR4 0DZ

Inspection date	03/09/2013
Previous inspection date	14/04/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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		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 make good progress in their learning and development because staff provide them with an interesting and stimulating range of activities, both indoors and outside.
- Children gain confidence in using language because they share conversations with staff as they play.
- Children are happy and confident because they have formed positive relationships with all staff.

It is not yet good because

- Management lack some understanding of the nursery's safeguarding policy and procedures. As a result, in the event that an allegation is made against a member of staff, the appropriate agencies with statutory responsibilities are not informed in a timely manner.
- The appointed designated lead practitioner responsible for safeguarding children has not completed the training required by the Local Safeguarding Children Board to support her in offering support, advice and give guidance to other staff.
- Information gathered from parents on induction is not always used effectively to ensure that the nursery is fully aware of what children can already do at the point of entry, so that progression can be accurately monitored from the onset of care.

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 looked at the safeguarding policy and procedures, children's learning records, planning documentation, evidence of suitability of staff working within the nursery, a selection of policies and a range of other documentation.
- The inspector spoke with the manager, registered person, childcare staff and the children throughout the inspection.
- The inspector observed activities throughout the day and held professional discussions with the owner and manager.
- The inspector undertook a joint observation with the manager.
- The inspector took into account the views of parents spoken to during the inspection.

Inspector

Tina Smith

Full Report

Information about the setting

Happylands Day Nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises within the community square in Lyppard Grange, Worcester and is privately owned. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, one has Qualified Teacher Status, one holds a qualification at level 5, two are working towards level 3, and the rest are equivalent to level 3.

The nursery opens Monday to Friday all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 66 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that the safeguarding policy and procedures are fully understood and followed in the event of an allegation being made against a member of staff, ensuring that where there are concerns about children's safety or welfare, agencies with statutory responsibilities are notified without delay
- ensure the appointed designated lead practitioner responsible for safeguarding completes the training required by the Local Safeguarding Children Board.

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

- consider ways to further enhance the type of information gathered from parents on induction to ensure that children's progress is accurately monitored for the onset of care.

Inspection judgements

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

The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children are supported to ensure they make good progress in their learning and development, taking into account their starting points, how often they attend and the length of time they have been at the setting. The nursery provides a range of activities which children enjoy taking part in and which are entirely suitable to meet their learning and development needs. For example, musical toys are set out for the babies and role play is ready for the older children.

The nursery gathers information from parents on induction about their child's interests, care needs and routines, as well as what they can do at home. However, there is scope to further enhance this type of information so that the nursery is fully aware of what children can already do, and so that progression from the start can be accurately monitored. Staff regularly carry out observations on children, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. Observations and assessments are noted in the children's learning records. Parents are regularly invited to view and add to them, however, very few parents do. The nursery are considering further ways to encourage parents to do so. They are completing the required review of each child's progress when a child is aged two, and parents are asked to contribute to this.

Children are extremely happy and thoroughly enjoy the time they spend in the nursery. They are developing effective learning skills as they freely choose toys and resources that reflect their current interest. For example, children play with construction equipment declaring 'I'm making a fire engine'. Children learn about size and colours as they play with the pretend food. They correctly identify which food is big and small; this supports their awareness of different sizes. Children express their creativity as they use a selection of paints, brushes, collage materials, glitter and glue. A child confidently announces 'I'm like a magpie, I like shiny things'. A staff member responds with 'Why is that?' to stimulate meaningful conversation. This promotes children's communication skills as well as their self-confidence and self-esteem. Children are provided with a number of resources which allow them to explore and investigate different textures. Babies eagerly examine a tray of shaving foam, giggling as the foam splashes on a staff members face. Older children splatter the soapy water, watching the bubbles float away. Children make marks using their fingers in a tray filled with flour. They show curiosity as they add the water to the flour mixing them together watching as the consistency changes. Staff support the children by using open-ended questions, allowing them to lead their play. This encourages children's natural curiosity to learn and helps them to develop key skills to support them in their future learning. Children are gaining confidence in using numbers in their play and throughout the day. For example, during role play, staff interact well with children and encourage them to estimate how much play money they have.

Babies are cared for in a separate area, and consequently they are able to play safely and sleep peacefully. They play with developmentally appropriate toys and resources which aid their learning and development. They excitedly dance to the musical toys, waving their hands and wriggling to the different noises. They confidently approach their key person for cuddles, support and reassurance. This genuine, warm and responsive reaction raises the babies' confidence and contributes to their overall well-being.

Children's physical development is well promoted. They have access to a well-resourced outdoor area, which contains lots of exciting and challenging resources. For example, children fill big trucks with bark and dirt, carefully building small mounds for their trucks to climb. They carefully negotiate space and think critically as they balance guttering on crates. They use ride-on toys to race, and test their balancing skills as they climb on various apparatus. Children are developing a good understanding of the world around them. They grow vegetables and sunflowers, ensuring they get watered, and look for mini-beasts in the garden.

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

Despite some weaknesses, children's safety is satisfactorily promoted. They are happy and settled while at nursery. Children are well supervised and explore their secure environment freely and with confidence. The staff talk to the children about safety, for example, they explain the dangers of not paying attention when going up and down the stairs. As the two-, three- and four-year-olds are located upstairs, the children have practise sessions before moving rooms. This ensures they understand the dangers and are able to manage going up and down for outdoor play. However, there is an insufficient focus placed on ensuring children's safety and well-being is protected. This is because the management lack understanding of the nursery's safeguarding policy and procedures and, as a result, in the event that an allegation is made against a member of staff, the appropriate agencies with statutory responsibilities are not informed in a timely manner.

The environment is well resourced, warm and welcoming. The key person system helps to promote children's well-being and independence. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle or reassurance. They are confident, enjoy trying new experiences and happily investigate their play. Staff seek relevant information from parents about children's care needs when they start at the nursery. They do this through written information, settling-in visits and discussion with parents. There are clear arrangements in place to introduce children to different rooms within the nursery as they are given opportunities to visit before moving permanently. Transfer records are also completed by staff. These arrangements help children to make a smooth transition from home to nursery, and when they move rooms.

Children's health is promoted because the nursery follows appropriate hygiene procedures and practices which meet the children's physical, nutritional and healthcare needs. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. For example, children wash their hands, wipe their own noses and butter their own bread. The nursery has a cook who prepares daily healthy meals, where all dietary requirements are taken into account and addressed. The children ask for second helpings and staff praise their healthy appetite, reminding them about growing strong and healthy. The children are offered drinks throughout the day and staff support the young children's progression from bottles to cups.

Children behave well because staff are positive role models, giving clear guidance to what is expected. Children are reminded of the rules, 'kind hands, kind hearts and kind words'.

They happily play together, share and work as a team. Staff encourage children to express their feelings and consider the impact of their actions on the feelings and well-being of others. Children are motivated to cooperate because staff promptly praise their good behaviour, effort and achievement.

Children are prepared for the next stage in their learning because staff give careful consideration to preparing them for school. They encourage the children to be independent, to share and to be kind. Group times provide opportunities for children to speak, listen and take turns. These are skills which help children to be ready for school. Reception teachers are invited to the nursery so that they can see the children in their own environment and to discuss their individual needs. Consequently, the transition between nursery and school is a positive experience for the children.

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

Staff have a good understanding of the learning and development requirements. They plan purposeful and developmentally appropriate play around the children's individual interests, which enables them to make good progress in their learning. Partnerships with parents are sound. They are valued and their views are sought. Key persons spend time with them discussing their child's needs and achievements. This two-way flow of communication ensures that parents are kept informed about their child's daily needs and activities. Parents receive regular newsletters and progress reports.

This inspection was prioritised because concerns were raised about the safeguarding procedures within the nursery. The provider does not comply with all the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This is because the safeguarding policy and procedures are not always fully understood and followed by the management team. Therefore, in the event that an allegation is made against a member of staff, the appropriate agencies with statutory responsibilities are not informed in a timely manner. All staff working within the nursery have completed safeguarding training and are aware of the known indicators of abuse. Therefore, they are well informed of the action that they would take in the event of a concern about a child attending. However, the lead practitioner responsible for safeguarding has not attended a child protection training course to the level required by the Local Safeguarding Children Board to reinforce her knowledge of local child protection procedures. Children are protected in the event of having an accident or being ill. This is because all staff have current first aid certificates and therefore are up to date in the knowledge and skills needed to deal with these instances. There are effective systems in place to show that staff are suitable to work with children, and this ensures all staff who are employed are checked with regard to experience, qualifications and suitability. Staff receive adequate support through the appraisal and supervision process, and this helps them to identify some of the training needs and contributes towards their professional development. Regular meetings take place between leaders, managers and staff to review nursery practice.

The manager is a reflective practitioner and understands the importance of monitoring the

educational programme. Good attention has been paid to ensuring that all children make good progress from their starting points through an interesting and stimulating educational programme. However, less attention has been given to ensuring that all welfare requirements are met. The nursery welcomes advice from other professionals, including the local authority, and implements changes that are suggested to enhance their practice. Parents' comments during the inspection show they are happy with the care and education offered to their children. They remark on the friendly staff and how their children love attending. Overall, children are happy, settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

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	205401
Local authority	Worcestershire
Inspection number	934103
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	63
Name of provider	Happylands Limited
Date of previous inspection	14/04/2011
Telephone number	01905 729900

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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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