

Happy Days Truro City

College Road, Truro, Cornwall, TR1 3XX

Inspection date	12/09/2013
Previous inspection date	17/09/2009

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		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

- Effective settling in procedures and staff's awareness and concern in meeting children's individual needs means that children quickly become confident and secure enough to explore the setting.
- Staff skilfully ask useful questions and give children time and opportunity to identify problems and develop their own solutions. As a result, children develop strong problem solving and thinking skills.
- Staff seek advice and liaise well with other professionals and work in close partnership with parents. This results in children's medical and health needs being met very well.

It is not yet outstanding because

- The nursery staff do not consistently offer ample resources to provide older children with physical challenge, which reduces opportunities for them to develop upper body strength.

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 playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector carried out a joint observation alongside the manager.

Inspector

Lynne Bowden

Full Report

Information about the setting

Happy Days Truro City is one of 15 nurseries run by Happy Days South West Ltd. It opened in 2005 and operates from fully accessible purpose built premises. Children have access to secure enclosed outdoor play areas. The nursery is adjacent to Truro College on the outskirts of the city of Truro, in Cornwall. It is open each weekday from 6.45am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provider offers a maximum of 71 places at any one time. There are currently 82 children aged from birth to under five years on roll. The nursery staff support some children learning English as an additional language. There are 16 members of staff, 13 of whom hold early years qualifications to at least level 2. The setting provides funded early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- provide older children with a wider range of challenges and opportunities to promote their physical skills further, focusing particularly on developing upper body strength.

Inspection judgements

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

Staff at the setting use information from parents and their own observations to quickly establish children's starting points. They use this knowledge to identify next steps in children's learning and plan and provide activities to promote their progress. The staff track and record children's achievements and progress in 'Learning gardens' record systems. These show how individual children make good progress over time in all areas of learning. Key persons identify any areas where children are either exceeding or need additional help to meet their next steps and plan activities to provide appropriate challenge for them. These activities ensure that children make good progress in their learning and development.

Staff use the children's records to produce regular progress reports to share with parents. These include progress summaries for two-year-olds. These and daily discussions with key persons, ensure that parents know about their children's achievements and next steps. Staff work effectively with other agencies to support children's needs and promote their development.

All children enjoy and benefit from the regular outdoor play. There, they explore and learn about their environment. They delight in collecting and observing insects such as spiders; confidently counting and describing all their legs, which promotes their language skills well. Children thoroughly enjoy water play. Staff skilfully support children's curiosity and willingness to have a go, by giving children time and space to explore and so learn to solve problems. They consider, discuss and plan how to arrange channelling equipment to direct water from one area to another. Children work cooperatively together and on identifying difficulties suggest and try solutions to address them. Children and staff talk about the amount of water that containers hold and that they pour into the water equipment. This raises children's awareness of mathematical concepts, understanding of the world around them and equips them with both problem solving and social skills. These experiences help develop children's confidence and a 'can do' attitude to learning in readiness for school.

Babies develop in confidence as they explore their environment and develop their mobility. They enjoy the challenge of crawling and climbing through ball pools and up carpeted steps to use their slide. Toddlers delight in their new skill of walking and master walking up and down the stairs. They smile with pride and develop their balance as staff give them appropriate support in walking over balancing equipment. Older children learn to vary and control their speed as they manoeuvre wheeled vehicles round each other. They show their growing awareness of road safety rules and behaviour as use and talk about road safety signs. However, apparatus, such as climbing equipment, is not available to provide more challenge to older children. This means they have fewer opportunities to develop upper body strength, for example by pulling themselves up.

Young children become familiar with books as they handle and explore them, while staff read to them. Staff make good use of daily routines, to support children's independence and consolidate their learning and skills. An example being; when staff encourage children to pour their own drinks and serve out their lunches. Children learn to recognise their own names as they self register, progressing from using labels with their name and a photo of themselves, to labels, which just include their name. Staff work well with parents, sharing information about different languages. They including home languages in the nursery environment to celebrate and support children who are learning English as an additional language.

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

Children quickly become confident and secure. This is due to effective settling in procedures. Parents are able to stay with their children and discuss their children's needs and routines with staff. Children then spend increasing amounts of time at the setting, getting used to the environment and the people in it. Staff get to know children very well and so are able to give good attention to meeting their individual needs. This sense of security and belonging enables children to become familiar with setting routines and explore the resources and activities available.

Children learn and follow good hygiene routines. They happily wash their hands at appropriate times. Their use of individual flannels to clean their hands and faces after meals reduces the risk of cross infection. Key persons support children as they progress into their next group. They accompany them on visits to their next room and share information about children's routines and needs with the staff. This promotes children's personal, social and emotional development well.

The setting is a participant in a nutrition programme that supports settings in providing well balanced meals for young children. Older children confidently serve themselves their nutritious lunches. They enjoy sociable meals where staff talk with them about the benefits of different foods and encourage children to try new tastes and textures. Children begin to learn about diversity and difference through their access to, and use of, books and resources showing different cultures, races and languages.

Staff meet children's health and medical needs very well. They seek and attend training from health professionals and adapt their routines and procedures to meet individual children's needs. Staff develop and use highly effective systems to share information with parents and carers. Parents appreciate the close links that they have with staff and how this enables them to provide consistent care and keep their children healthy.

Risk assessments and procedures keep children safe. Staff carry out daily safety checks to ensure that the resources and areas children use are safe. Children learn about fire safety, through their participation in regular fire evacuation drills. Staff support children well as they move on to school, sharing information with their feeder schools. These links along with children developing skills in all areas of learning, especially social, communication and independence help prepare children for their future learning.

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

Effective systems are in place to meet safeguarding and welfare requirements at all times. The provider has systems in place to inform Ofsted of any relevant matters. All the staff have had checks carried out regarding their suitability. They have attended safeguarding training and demonstrate a good understanding and awareness of safeguarding procedures. For example, they are aware of the procedures to follow should any concerns arise about a child in their care. The building is secure with staff controlling access to the building. Comprehensive risk assessments identify and minimise safety risks to children. All except one member of staff have current first aid training and management make arrangements for renewal of training. The provider meets children's needs well, because they have effective partnerships with other agencies.

Staff work effectively together as a team. They share their knowledge of children and keep each other informed about their plans and activities, offering support where needed. The staff have a very good understanding of their responsibilities in meeting the learning and development requirements. They monitor children's progress towards the early learning goals, linking their observations to development frameworks. Key person's

identify next steps in learning for individual children and plan and provide activities to promote them. Staff work effectively together, sharing their knowledge of children as they progress through the setting. Parents are informed about their children's progress. They proudly contribute information about their children's achievements in their children's assessments. Staff greet parents and carers at collection time and talk with them about their children's activities and share all relevant information with them.

Effective systems are in place to monitor children's progress and the balance of the educational programme. This enables management to identify and address any weaknesses. Regular staff meetings, supervision and appraisal systems enable the management to support staff in their professional development and address any difficulties or concerns. The management team learn from their experiences and plan for future development, demonstrating their clear commitment to improving the quality of the provision for children.

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	EY313724
Local authority	Cornwall
Inspection number	934089
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	71
Number of children on roll	82
Name of provider	Happy Days South West Limited
Date of previous inspection	17/09/2009
Telephone number	01872 261 519

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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