

Happidayz Nursery

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

Inspection date	14/11/2013
Previous inspection date	09/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The quality of teaching is good because practitioners encourage children to represent their experiences in play, which allows them to demonstrate the characteristics of effective learning, such as engagement.
- Children are making good progress in relation to their starting points because there is a sound balance of adult-led and child-initiated activities that are planned to meet their individual needs and interests.
- Effective partnership working with parents means there is continuity of learning between the nursery and home, which contributes to the good progress children make.
- Children's personal, social and emotional development is promoted well, as they are learning to make relationships and play cooperatively with their friends, which is important for their move to school.
- The management team and practitioners know how to keep children safe because they have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

It is not yet outstanding because

- Outside there are, occasionally, fewer opportunities for children to learn about words, numerals and shapes in order to progress their very good learning even further.

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 outdoor area.
- The inspector spoke with the management team, children and practitioners at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector observed all relevant documentation including safeguarding policies and procedures, risk assessments and learning and development records.
- The inspector spoke with parents to gain their views on the quality of the provision, and looked at written comments gathered from parent questionnaires.

Inspector

Jane Tucker

Full report

Information about the setting

Happidayz Nursery was registered in 2000 and is on the Early Years Register and 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. There is an area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, one is unqualified and 16 hold appropriate early years qualifications at level 2 or above. 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 73 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance the outside environment so it is even richer in print, and display numerals and shapes in purposeful contexts so children's learning is promoted towards excellence.

Inspection judgements

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

Practitioners demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They have a secure knowledge and experience of how children learn through play, and provide a good balance of adult-led and child-initiated, play-based activities. Consequently, children are making good progress in relation to their starting points because activities are planned to meet their individual needs and interests. Additionally, children are gaining a good range of skills to support their future learning, for example, when they move on to school. Parents contribute to their children's initial assessments on entry, and practitioners use observations to accurately establish how each child is developing, and to determine the next steps in their learning. The completion of the progress check at age two ensures early intervention is sought if necessary, and children's development is tracked effectively.

The quality of teaching is good and practitioners are fully involved in children's play, which allows them to demonstrate the characteristics of effective learning. For example, practitioners guide children's excursions into imaginary worlds, as they engage in role play based on first-hand experiences. For instance, children in the room for two- to three-year-olds act out their experiences with their peers, as they make a practitioner a 'cup of

tea' which they tell her to 'blow' because it is hot. Open questions provide opportunities for a child to tell a practitioner that she is 'phoning mummy at work', which shows the child's sense of her own immediate family, promoting her understanding of the world. Story sessions promote children's early literacy skills in the room for three- to- five-year-olds, as they look at books independently and with practitioners. Children turn the pages and hold books the correct way up, showing their ability to understand that print carries meaning. Practitioners ask open questions about the characters in the book, which allows children to develop their communication skills as they use language as a powerful means of sharing their thoughts.

Practitioners display many signs, words, shapes and numerals in the indoor environment to allow children to focus on meaningful print and make connections in their learning. However, there are fewer opportunities outdoors for children to see as many rich and varied words. This means children's very good early reading skills are sometimes not as well promoted as other areas of learning. Babies begin to move to music and attempt to join in with rhymes and songs, as practitioners sing well-known nursery rhymes to promote their listening and attention skills. Babies show an interest in the way musical instruments sound as they 'tap' on a tambourine and clap their hands together, promoting their early exploration of media and materials and the world around them.

The nursery places a strong emphasis on working in partnership with parents, and the strong key person system ensures parents are involved in their children's learning from the start. Parents' evenings are carried out twice a year, and regular progress reports help ensure that parents are well informed about their children's development. Parents are encouraged to share information about their children's learning at home, and these are recorded in children's learning journals. This demonstrates that parents' contributions are welcomed, and this shared approach successfully contributes to the good progress children make.

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

Practitioners ensure children feel safe and secure as they get to know their individual needs well. They take time talking to parents during their initial visits, which supports children in their transition between home and the nursery. Consequently, children form secure bonds and trusting relationships with their key person. Children are happy, relaxed and confident in this friendly and very welcoming environment. They enjoy the comfortable, stimulating surroundings and large play spaces which allow them to be independent, play with their friends and use their imagination. Practitioners are supportive of children's developing independence, as they encourage them to put on their own coats and hang them up again after outside play. This promotes children's early understanding of aspects of self-care, as they are learning to do things for themselves.

Good levels of practitioner supervision ensure children learn consistent boundaries for their behaviour. As a result, children play cooperatively with their friends and learn to behave well. Practitioners promote children's understanding of a healthy diet and lifestyle. For example, they talk to children about milk and how it helps to keep bones healthy and strong. Hot meals are prepared daily, taking into account any specific dietary needs and

allergies, and the nursery has a five star food hygiene rating. Mealtimes are sociable occasions and children are learning to be independent in their everyday tasks. For example, children gather their own knife and fork before independently choosing where they would like to sit for their lunch, and they pour their own drinks. Children are observed to say 'please' and 'thank you' to their peers and practitioners. This promotes their personal, social and emotional development as children are learning to form relationships, which is important for their move to school.

Practitioners ensure that good hygiene practices keep children safe and healthy. For example, good nappy changing procedures are followed, and children are learning about the importance of washing their hands before mealtimes and after going to the toilet. Practitioners encourage children to take sensible risks and learn about keeping themselves safe as they climb outside equipment and use wheeled toys to manoeuvre around their friends. The outdoor environment and walks in the local community provide opportunities for children to enjoy daily fresh air and take part in a range of activities to promote their physical development.

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

The management team and practitioners have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. In addition, the providers take necessary steps to keep children safe, because they ensure that no unauthorised person has unsupervised access to children at all times. The designated officers clearly understand the local safeguarding procedures, and their accountability for liaison with Ofsted and local statutory agencies. Practitioners attend relevant training, and know how to identify and report any possible signs of abuse and neglect at the earliest opportunity to protect children in their care. Safeguarding policies and procedures include the procedure to be followed in the event of an allegation being made against a member of staff. Furthermore, they include the use of mobile phones and cameras in the nursery, to protect children from their misuse. Robust recruitment procedures are in place, and the management team ensures that people looking after children are suitable to fulfill the requirements of their role. All practitioners are vetted by the Disclosure and Barring Service to help guarantee children's safety. Risk assessments are conducted on areas used by children, and reasonable steps are taken to minimise hazards to keep children safe and well. Fire evacuation procedures are displayed around the nursery, and fire detection and control equipment, such as fire extinguishers, are checked regularly to ensure they are in good working order. All recommendations from the last inspection have been positively addressed. Accidents are well managed and staff supervision of the children is good.

Effective tracking and monitoring systems help to ensure that children have access to a broad range of experiences that cover the seven areas of learning. Practitioners have a good understanding of the learning and development requirements. Therefore, children's assessment records display an accurate understanding of their skills, abilities and progress. As a result, children with identified needs are supported well with appropriate intervention, to help ensure that they reach their expected levels of development. The

practice and performance of practitioners is effectively monitored, and they are appropriately qualified for their roles. Annual appraisals are undertaken, which help to identify professional development and training needs. Practitioners are keen to develop their knowledge and understanding of childcare, and make the most of opportunities to attend training to benefit children.

Self-evaluation effectively takes into account the views of parents, children and practitioners, and recognises strengths and weaknesses. The drive for improvement is identified by a clear improvement plan that supports children's achievements over time. Partnerships with parents are strong, and good working relationships have been developed. Parents spoken to on the day of the inspection talk positively about the nursery, and feel that practitioners keep them well informed about their children's learning and development. The nursery also has good links with other professionals, including teachers from local schools and social services, in order to identify children's needs and help them make good progress. Consequently, children receive continuity of care and learning as practitioners share mutual support and ideas for best practice to ensure no child is disadvantaged.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	942004
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	108
Number of children on roll	73
Name of provider	Tina Wynne Scully
Date of previous inspection	09/07/2013
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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