

Happy Days Day Nursery Falmouth

Beacon Junior School, Jubilee Road, Falmouth, Cornwall, TR11 2BB

Inspection date	22/01/2014
Previous inspection date	05/11/2008

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

- Children become confident and develop independence and communication skills at the setting due to the encouragement and warm relationships they have with staff.
- Key persons provide children with consistent care and security and support them well in transitions through the setting and on to school.
- All children benefit from daily access to outdoor play where they are able to experiment and explore a range of resources and activities.

It is not yet outstanding because

- There are few examples of children's art and craft work on display to celebrate their achievements and increase their sense of self worth and pride.
- Script in the environment is almost all in English and doesn't reflect the range of languages used by families using the setting.

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 took account of parents and carers views spoken to on the day.
- The inspector carried out a joint observation alongside the manager.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector checked documents relating to the suitability and qualifications of staff.
- The inspector sampled documentation regarding planning and children's progress.

Inspector

Lynne Bowden

Full report

Information about the setting

Happy Days Day Nursery Falmouth is one of 15 nurseries run by Happy Days Limited. It opened in 2004 and operates from six rooms in a purpose-built nursery unit, adjacent to the Children's Centre on the site of Falmouth Community Primary School, in Cornwall. A maximum of 62 children may attend the nursery at any one time. The nursery is open each weekday from 8 am to 6 pm for 51 weeks of the year. Access to the building is via a ramp and all children share secure enclosed outdoor play areas. There are currently 56 children attending who are within the early year's age group. The setting supports children with English as an additional language and children with special needs and/or disabilities. The setting receives early education funding for children from age two years old. In addition to the Early Years Register the setting is also registered on the compulsory and voluntary parts of the Childcare Register.

The setting employs eight childcare staff. All hold appropriate early years qualifications including one with Early Years Professional Status and another who is working towards her Early Years degree. The setting receives support from a company operational manager and lead practitioner in care and education, a qualified teacher from Family Services and two children centres operating in the area.

What the setting needs to do to improve further

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

- display children's work to celebrate their achievements and motivate their interests further
- reflect the range of languages and script used by families using the setting, in the environment, to raise children's awareness of difference.

Inspection judgements

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

Staff plan and provide an effective educational programme. This is because the staff use information from parents and their own observations to learn about children's interests and preferences. Key persons get to know their children well and establish children's starting points and identify the next steps in their learning. They use this information to plan and provide activities that interest children and promote their progress. Staff continue to encourage parents to contribute information about their children's learning and achievements at home. These, they record alongside their own observations in record systems, which they call 'Learning Gardens'. 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 ensure and show that all children make good progress in their learning and development.

Key persons establish effective communication and partnerships with the parents of their key children. In addition to daily discussions, key persons produce regular progress summaries, including progress summaries for two-year-olds, which parents contribute to. This ensures that parents know about their children's achievements and next steps and feel well informed. Parents of children with English as an additional language share information with staff about their children's increasing speech and vocabulary in their home language. This helps staff understand and judge children's progress and supports their understanding as children use new words at the setting. The staff are proactive in seeking and organising support from other professionals and agencies such as speech and language therapists and working in partnership with them to support and address children's needs and promote their development.

All children benefit from and enjoy daily outdoor play. Outside, toddlers create marks and patterns in shaving foam, using a range of toy vehicles and tools. They move on to paint the fences with brushes and paint rollers of water, before using chalk to draw on the chalk board. Indoors, staff encourage children to develop their fine coordination as children explore and handle pasta. Toddlers thread large pasta pieces onto spaghetti, while staff provide tweezers for older children to use to pick up and move pasta. These activities help children gain coordination, awareness of shapes and patterns in preparation for later writing skills. The provision of bun trays and cases enables children to extend their play. They use pasta to represent chocolate cakes, which they offer and share with their friends in imaginative play.

Staff encourage and support children in talking about volume, quantity and problem solving as children enjoy collecting water in a variety of containers, and use tubes and tunnelling to move water around the outdoor play area. Staff encourage children to communicate both verbally and with sign language. They talk about the different types of fruits and this discussion and their observations of pips and seeds, leads to children talking about how seeds can grow into fruit trees. Staff follow children's lead and begin planning to plant some pips in the future. Children confidently inform them that the seeds will need watering and discuss how they will also need soil and sunlight to grow. This demonstrates their existing understanding and interest in how plants grow.

Staff gently encourage children to identify shapes as they use moulds with their play dough. Easy access to art and craft materials gives children opportunities to experiment, creating models and painting. However, there are very few examples of children's work on display to celebrate and encourage their achievements and raise their self esteem. Comfortable and inviting book and reading areas encourage children to access and look at books in a comfortable area. There they also enjoy joining in action and counting songs and rhymes, with their friends and staff. Pictures and labels on display encourage young children to gesture and point to them and help children grow familiar with text. However, children do not become familiar with the range of languages and script used by families and children using the setting as labelling is only in English.

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

Key persons are allocated before children start their introductory sessions, they get to know their key children and their families well. This leads to children feeling secure and confident and developing warm relationships with staff and their friends. The setting describes key persons and the children that they are responsible for, as families. This illustrates the importance placed on these relationships. Family time is planned as an integral part of the daily routine. Parents are appreciative of the flexible settling in procedures, the calm and relaxed atmosphere and the approachability of staff. When preparing children to move on to their next base rooms, their key persons accompany them on introductory visits and share information with staff in their new room. Hence, children become familiar with new surroundings and people and move on with confidence. When children visit future schools, with permission from the school, the setting arranges for them to take photographs of their visit to add to children's books. This enables children share their pictures and experiences with their friends and staff, raising their confidence in readiness for their move to school.

The setting invites teachers from local schools to visit the setting to share information with staff to promote children's learning and continuity of care. Staff observe and respond to signs of tiredness in young children and settle them to sleep in cots, where children sleep soundly. Staff make regular checks on sleeping children, to promote their well-being. Parents share information about their own cultures with children and staff and children's daily use of resources which include positive images of people of different ethnicities raise children's awareness of difference and diversity. Staff teach children how to handle tools such as scissors and knives safely. Children's regular participation in fire drills helps them become familiar with them. Children behave well because staff reward and praise children for being polite and their helpful behaviour, such as sharing toys and clearing their plates away.

The staff are aware of and follow individual children's dietary needs, allergies and preferences. Meals are sociable times; children help themselves to drinks of water. At snack time staff talk with children about the different foods and support children's independence as they encourage children to slice their fruit, and pour their own drinks from a choice of milk or water. At lunch time older children serve themselves their nutritious hot meals cooked on site. Because staff consistently remind younger children of the need wash their hands at appropriate times, older children demonstrate that they have learnt this lesson by independently going to wash their hands. Daily access to outdoor play enables children to grow in independence and benefit from the fresh air and exercise. They learn to dress themselves appropriately for outdoor play, with very young children finding their own coats and four year olds confidently putting on and fastening their coats in preparation for going out. Children's self-confidence, communication and strong independence skills prepare them well for their future move onto school.

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

Effective systems are in place to meet safeguarding and welfare requirements. All the staff have had checks carried out regarding their suitability. Safeguarding policies and procedures include current and relevant contact numbers. Staff have all attended safeguarding training. They have a secure understanding and awareness of safeguarding procedures and signs that could alert them to possible child abuse. The premises are secure, with outdoor play areas enclosed and access to the premises being by one door, which the staff control and monitor. First aid kits are easily visible and accessible. All staff have current first aid training and deal with any accidents and injuries appropriately. Partnerships with parents are good. Key persons develop strong relationships with parents to support children's development and well being. Parents contribute relevant resources and share information about their cultures and religions with staff and children at the setting. Parents contribute information about their children's activities and progress at home and so contribute to assessments of their children.

Partnerships between the setting and other providers and agencies are effective in identifying and meeting children's needs. Staff at the setting support and encourage parents to seek support for their children from other agencies to promote their children 's progress. The staff have a good understanding of their responsibilities in meeting the learning and development requirements. Staff review and evaluate the effectiveness of their planning each day. They use a development framework and the Every Child a Talker programme to review and monitor individual children's progress. Cohort progress records enable staff to ensure that the educational programme is well balanced and covers all areas of learning. These also confirm that all children are progressing well. Regular supervision and appraisals are used to identify staff training needs and support their personal development. The nursery staff systematically identify areas of their practice and provision to consider and reflect on and so make improvements to their practice. This demonstrates their commitment and capacity to develop their provision and make continuous improvements.

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	EY277662
Local authority	Cornwall
Inspection number	843593
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	56
Name of provider	Happy Days Day Nurseries Limited
Date of previous inspection	05/11/2008
Telephone number	01326 314735 01637 875672

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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
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M1 2WD

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