

Happy Days

'Karibu', 88 Ashburton Avenue, Croydon, Surrey, CR0 7JF

Inspection date

27/01/2014

Previous inspection date

09/02/2010

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

- The staff team is successful in promoting partnerships with parents so that the overall needs of the children are well met. Good relationships with parents contribute significantly to ensuring that staff support each child effectively.
- Staff make good use of the nursery's animals in the programme for children's personal, social and emotional development.
- Children are happy and keen to learn because of very good relationships with staff, which gives them the confidence to explore their environment.
- Staff teach children how to gain an effective hand grip in the programme for their physical development, so they gain useful skills for the next stage in learning.

It is not yet outstanding because

- Staff make little use of text around the nursery environment, such as labelling of resource boxes and drawers, to help develop children's literacy skills.
- Staff do not take all opportunities to encourage children to develop their personal independence skills.

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 the views of parents, staff and children spoken to on the day.
- The inspector discussed the environment with the manager.
- The inspector held discussions with the management team and looked at a range of documentation.
- The inspector observed children in play and learning activities.

Inspector

Petra Myatt

Full report

Information about the setting

Happy Days registered in 2004. It is privately owned and run by a partnership. The nursery operates from one room in a semi-detached house. It is situated in the town of Croydon, Surrey. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year and is closed on all Bank Holidays. All children share access to an enclosed outdoor play area.

There are currently eight children on roll in the early years age range. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery employs four staff. Of these, one is the cook and three staff, including the manager and the owner, hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- extend the programme for children's literacy development in regard to developing their pre-reading skills in readiness for the move to school, such as by displaying a range of text around the nursery environment in various forms
- extend the ways that promote children's personal independence, such as by encouraging them to take on more small tasks and responsibilities, such as during meal times.

Inspection judgements

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

Staff work in harmony to offer a friendly welcome to children and their families. They have numerous systems in place to engage parents in their children's learning which help staff know children's abilities, likes and dislikes. For example, parents provide information about each child when settling them in and staff encourage parents to write comments on observations completed by staff. Parents also spend time with staff during the graduated settling in process. This helps parents feel comfortable and children begin to establish bonds with their key persons.

Ongoing information through parents' access to children's learning journals, as well as being informed of daily activities plans, enable parents to extend children's learning at home. For example during 'book week', a child brought a book and toy from home that he had not previously been interested in. All children shared this book which has now become a firm favourite at home. Systems for assessing children are good. Staff know children

well, which helps children to make good progress.

Children enter the nursery with confidence. They show they are happy to see the staff and other children. This means that they are confident to explore what is on offer and quickly settle and engage with their chosen toys, showing they are becoming independent as learners. Children follow their own interests and attentive staff talk to them and help them find resources if needed, providing much individual attention. Staff are good role models for children developing speech by speaking to the children suitably and using conventions such as 'please' and 'thank you' to aid children's social development. Staff skilfully distract children into using other resources when children decide they want the same toy. This means children play happily along side each other which supports learning through purposeful play. Staff narrate what the children are doing which helps children to hear the spoken word and develops their language.

Staff show enthusiasm in their delivery of activities that interest the children. Children assist the staff to care for the nursery's animals including rabbits and chickens. Staff promote early mathematical skills well through these daily activities, such as when the children make sure they have three bags of hay for the three hutches. Children show good understanding of living things when they help take off the covers that protect the rabbits from foxes. The children know individual rabbits by name and understand the importance of feeding the rabbits, when they tend to their daily needs. Children look for eggs laid by the chickens, showing they know that hens produce eggs. This demonstrates the value that staff place on children learning in practical ways that are meaningful to them, which is a strength of this nursery.

Staff provide a good balance of child-led and adult-led activities. During circle time, staff encourage children to recall the birds they spotted in the garden and local parks during the previous week. Such interest supports children's literacy development through encouraging children to enjoy books in preparation for their eventual move to school. They look at large pictures of birds and excitedly recall they spotted a crow and three pigeons. Staff pick up well on such interest to extend learning. They question children skilfully asking what they have learnt about birds. For example, asking 'What do birds have that we do not?' This encourages children to think until a child eagerly answers, 'A tail'. The staff talk about other birds too, such as a chaffinch, which introduces new words to children's vocabularies.

Staff successfully provide different activities for children of varying ages and capabilities. They provide a plentiful supply of writing implements, paper and books to encourage children's early writing skills. They teach children to hold a pencil effectively and some begin to write their names. There is little print displayed around the nursery, however, to further help children understand that print has meaning, for example in the labelling of resources.

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

Good relationships between staff and children are well established through the successful key person system. This helps children feel safe and builds up confidence. All parents feel that they are well supported by staff and know they can ask for help when needed. Staff spend time exploring ways to make communication between home and nursery better. For example, when parents have little time to read information at the nursery, the manager will email details of the planning so parents can read the information elsewhere and still feel involved with their child's development.

All staff take a consistent approach in their expectations of children's behaviour. This means the children soon get to know what is acceptable. Staff give praise to those children who display kind behaviour, so all learn to share with others. Thus, the atmosphere in the nursery is friendly and supportive; children are confident and learn self-control.

The staff are sensitive to the children's needs when they support potty training. They provide appropriate praise to help children understand expectations to move them on in their physical development. Staff help older children prepare for school as they take themselves to the toilet, so demonstrating they are gaining personal independence skills. If children forget to wash their hands, they are gently reminded by staff and children promptly return to the toileting room, showing their understanding of the need for good hygiene routines.

Staff discuss the children during the day and communicate well between themselves. They keep attentive to children's individual care needs, noticing for example, when children cough in their sleep. Staff thoughtfully children with additional drinks and help them to return to sleep. Staff are careful to keep parents informed. This shows that staff supervise children well, meet their individual needs and keep parents updated about their children's day.

The children gain first hand experiences and knowledge of the outdoor environment as they visit the local community. For example they had a 'packed lunch' day in the park and experienced the falling leaves in autumn with a 'leaf crunching' day. Such experiences not only provide children with knowledge about the world around them and their local community, but give opportunities for physical exercise to gaining a positive attitude to being out in the fresh air.

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

The manager and her team are committed to improving the nursery. Safeguarding and recruitment procedures have strengthened because staff have attended several training courses including for safeguarding and safer recruitment. This means recruitment systems are robust and ensure children are cared for by appropriate vetted and well qualified staff. Staff are aware of correct procedures so they can take prompt action if they have concerns that a child is at risk of harm. All have knowledge of first aid procedures as staff members are supported well by ensuring they have the skills to carry out their roles in

childcare. The management team mentor newer staff, whose opinions are listened to. They share tasks and responsibilities effectively throughout the day, such as supervising snack time or setting up creative activities, so all help meet children's needs.

The manager is inventive in ways to support the parents. They use up to date media to inform parents of planned activities and show parents recordings of their children playing, including for special events such as Christmas and birthdays. This is owing to the nursery having restricted space which means they are not able to accommodate additional adults. This helps all parents know what their children do during the day.

Staff have a good understanding of the stages of learning that the children are at. Initial assessments help to monitor progress made by children for their duration at nursery. This means that any gaps in children's learning are quickly addressed so they are able to provide activities that help children progress towards the early learning goals and prepare for school.

The manager and provider work closely with staff and parents to implement improvements to the nursery. They reflect their thoughts in a self evaluation document. For example they identified that parents would like to be more involved in their child's learning and introduced systems to ensure parents are aware of planned activities and are able to see their children playing through recordings. This means that home links are supported and relationships with parents are valued which in turn helps children to develop and learn in partnership. Parents express how pleased they are with the service the nursery provides. They report that they feel the nursery prepares their children well for school.

Staff have supervisory and appraisals meetings that ensure staff are well supported and training needs are met to help develop skills to care for children. As a result staff develop skills to achieve an early years qualifications. The management encourage staff to develop their skills and knowledge by attending local authority courses. Children benefit because staff are successful in implementing their knowledge and skills into their practice, which creates a good learning environment 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	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	EY289422
Local authority	Croydon
Inspection number	843672
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 10
Total number of places	10
Number of children on roll	8
Name of provider	Roger Green & Tanja Naldini Partnership
Date of previous inspection	09/02/2010
Telephone number	020 8656 9397

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

