

Happy Days Nursery

1 Eastmoor Road, WAKEFIELD, West Yorkshire, WF1 3RY

Inspection date

03/03/2014

Previous inspection date

17/11/2008

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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

3

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- Recruitment procedures are not good enough. As a result, the systems to check and record the suitability of staff working with children do not fully ensure that they are suitable to do so.
- Staff do not consistently use their observations of children with English as an additional language to plan activities that challenge them in developing their language for communication. As a result, some of these children do not make the very best progress they can.
- There is scope to improve the opportunities to work with other settings children attend in order to promote continuity of care and learning.
- There is scope to improve how information is obtained about children's development on entry to the setting.

It has the following strengths

- Educational programmes generally cover all seven areas of learning. This means that children mostly gain sufficient skills in preparation for the next stage in their learning, such as school.
- Children benefit from regular outside play. As a result, children learn that fresh air and exercise are good for them.

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 inside and outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the deputy manager and spoke with children.

Inspector

June Rice

Full report

Information about the setting

Happy Days Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. The nursery operates from the ground floor of a large detached house and is situated close to Wakefield town centre. They also provide an out of school club, which is situated in a portable building at the rear of the property. The out of school club has its own entrance. Happy Days Nursery serves the local area and is accessible to all children. There is an area available for outdoor play. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including one with Qualified Teacher Status. Happy Days Nursery opens Monday to Friday all year round. Sessions are from 7.10am until 6pm. Children attend for a variety of sessions. There are currently 63 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 supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure systems in place to check the suitability of persons working with children are consistently applied, particularly in regard to seeking references and informing staff that they are expected to disclose anything that may affect their suitability to work with children
- develop strategies to promote language for communication, particularly for children who speak English as an additional language.

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

- strengthen partnerships with other settings children attend, to ensure that they benefit from a shared approach to their individual care, learning and development needs
- develop further the strategies used to encourage parents to provide information about what children can do on entry to the setting, so that they are consistently applied.

Inspection judgements

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

Staff use supporting guidance to correctly identify what children can do and their next steps in learning. Staff recognise children need support and time their interventions well. They use questions that have more than one answer and provide narrative during activities. For example, children become fully engaged during a small group activity. They listen carefully to staff, who ask them to choose their favourite song or rhyme. Children show their understanding as they eagerly join in action rhymes and follow the simple instructions given by the staff, who ask them to sing out 'very loudly' and 'very quietly'. Staff encourage quieter children and ensure they have time to respond. As a result, children are becoming independent learners who are not afraid to have a go. This prepares them well for the next stage in their learning, such as school. Staff take time to explain craft activities. They describe and name the different items they are using and show children what they represent in the story. They use a combination of visual, sign and verbal communication. Children proceed to create their own version of a caterpillar, using dried peas, pasta and coloured paper. Staff praise their work and children enjoy receiving this praise. This promotes children's personal, social and emotional development.

The environment is suitably planned to accommodate the different age ranges of the children that attend. The range of resources and activities provided are developmentally appropriate and promote children's interest in all areas of learning. For example, a wide selection of craft resources and role play equipment promotes children's interest in creative arts and design. Small world equipment and a well-equipped outdoor play area effectively promote children's physical development and their interest in the wider world. As a result, they are interested and motivated to learn. However, on occasions staff do not use strategies identified as successful at encouraging language for communication; particularly for children with English as an additional language. For example, when staff observe that children with little language make sounds and repeated single words through a tube, they fail to build on this to encourage further progress. As a result, not all children make the best progress they can in communication and language.

Partnerships with parents are sound. They are encouraged to contribute to their children's progress record by sharing information about what their children are learning at home and school. They know who their child's key person is and discuss with them what they can do to support their children's learning at home. This helps children continue to make progress towards the early learning goals. However, there is scope to improve these good partnerships with parents. For example, by ensuring staff are more consistent in encouraging parents to contribute to their children's initial assessment on entry to the provision.

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

Children are taught to develop an understanding of danger and how to stay safe through their daily routines, activities and the expectations for good behaviour. Children learn about people who help to keep us safe, such as the police and fire fighters. They create their own zebra crossings outside to practice how to cross the road safely. They practice the emergency evacuation plan and learn to use tools, such as scissors safely. However, children's safety is compromised because recruitment procedures are not sufficiently robust. This means that children's feelings of safety are misplaced.

Staff are skilled at using appropriate strategies to teach children the difference between right and wrong. As a result, children are well behaved and caring towards each other. Children are provided with opportunities to take part in physical activity as they learn to confidently use the outside play area. This promotes their physical well-being as they climb, balance and negotiate obstacles. The many opportunities children have to play outside help to develop their understanding of the different seasons as they learn to dress appropriately for the sun, rain or snow. Staff are good role models and actively join children in physical activities. As a result, children learn that exercise is good for them.

Children's health and dietary needs are met appropriately. Children are provided with meals that are freshly cooked and include fresh vegetables, fruit, water and juice. Children help themselves to drinks when they are thirsty. This helps children to learn how to keep themselves healthy. Children who are infectious are excluded in order to protect others. There is a clear record of medication that is administered and of any accidents and existing injuries. Staff ensure that parents receive information that keeps them well informed about their children's health and well-being. Children wash their hands before eating and after using the toilet and younger children cooperate with having their nappy changed. This means children are learning the importance of good hygiene practices.

The settling-in process introduces parents and children to their key person. This also gives children time to adjust to their new environment while staff find out details, such as what language is spoken at home. As a result, children settle quickly and parents are confident to leave them. Children quickly establish sound bonds with their key person and this helps children to feel safe. This promotes their well-being and independence. Staff talk to children about going to school and they accompany children on visits to most schools. This helps children prepare for their next learning environment.

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

Leadership and management is inadequate. The recruitment procedures to check and record the suitability of staff working with children do not ensure that they are suitable to do so. For example, references have not been sought for all staff and staff are not informed that they must disclose anything that may affect their suitability to work with children. This significant weakness in practice is a breach in the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage and the requirements of the Childcare Register.

The system for monitoring performance and acting on identified training needs are sound. Staff attend supervision meetings and have an appraisal each year. The recent implementation of peer observations encourage staff to observe and identify strengths and weakness in practice. However, this is a relatively new development and is, therefore, yet to have an impact on the quality of the provision. All staff have recently updated their training in first aid and child protection. They confidently discuss the possible signs and symptoms of abuse or neglect. They are confident that they are able to implement the safeguarding procedures in order to protect children. Visitors to the provision are not left unsupervised with children. This helps to keep children safe. The evaluation of the quality of the provision has successfully identified areas for improvement that include involving parents in completing their children's progress checks and improving the transition between the baby and tweenies' room. This ensures that progress checks are completed with up-to-date information from parents and that children aged under two years are emotionally ready for their transition into the tweenies' room. All required documentation is in place.

There are suitable systems in place to promote partnerships with parents and other professionals. For example, parents are informed about what their children have done on the day, they receive newsletters and are encouraged to share information about what their children are doing at home. Staff generally work closely with children and families who need additional support. As a result, their individual needs are mostly met effectively. However, partnerships with other settings that children attend, particularly schools, are not sufficiently robust to consistently ensure a joint approach to care and learning is sustained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure all staff working with children are subject to a rigorous recruitment procedure, including obtaining references (compulsory part of the Childcare Register)
- ensure all staff working with children are subject to a rigorous recruitment procedure, including obtaining references (voluntary part of the Childcare Register).

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	EY272730
Local authority	Wakefield
Inspection number	856137
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	63
Name of provider	Soheir El Abidi
Date of previous inspection	17/11/2008
Telephone number	01924 332111

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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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