

Happy Days Day Nursery

13 Grove Street, Kirton In Lindsey, Gainsborough, Lincolnshire, DN21 4BY

Inspection date	11/04/2014
Previous inspection date	14/11/2011

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

- Children make good progress as they happily engage in purposeful learning experiences provided around their interests.
- Children form secure emotional attachments with staff and show high levels of confidence within the nursery. They enthusiastically explore their environment and participate in activities with enjoyment.
- Partnerships with parents are firmly established. Staff fully involve parents in their child's learning and seek their views about nursery initiatives.
- Children are safeguarded through the nursery's clear policies and procedures, which staff know and implement well.

It is not yet outstanding because

- There is scope to extend the outdoor learning environment further to enrich the good learning that currently takes place.
- Children in the pre-school room have less opportunities to be independent as they are unable to prepare their own snacks.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector undertook a tour of the nursery with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free play activities taking place in the caterpillar room, pre-school room and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector held discussions with the manager and owner.

Inspector

Hayley Ruane

Full report

Information about the setting

Happy Days Day Nursery was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted house in Kirton In Lindsey, Lincolnshire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a baby room, two- to three-year-old room and a pre-school room. There is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 62 children on roll who are in the early year's age group. The nursery provides funded early education for 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:

- make the best use of the outside area by extending the already good resources and space available to provide an enhanced range of experiences for children
- enhance opportunities for older children to further develop growing independence and self-help skills, by encouraging them to prepare their own snacks.

Inspection judgements

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

Staff know the children well and reflect each child's uniqueness through the purposeful next steps that they raise to help move each child on in their learning. Since the last inspection, a great deal of work has taken place to effectively plan challenging learning experiences for children. For example, staff extend a role play pirate activity into different areas of the room and cover different aspects of learning. Children are able to develop their mathematical skills as they count the treasure. Staff have a clear understanding that children learn through play and support them well in their chosen activities. Children's communication, language and thinking skills are promoted well throughout the nursery. Staff encourage children to communicate, repeat words to babies and use children's interests to develop conversations. Long-term plans show learning opportunities in each area of the room and how the role of the adult can support a child in each area. Resources and the layout of rooms within the nursery are similar and enhanced depending on children's interests, which helps support them through transitions moving from room to

room.

This is a well-resourced nursery that is organised effectively and enables children to access resources of their choice and use them in imaginative ways, for instance, using plastic jewels from the craft area as buried treasure in the sand. Babies and young children enjoy a great deal of sensory play, for example, they sit on the floor with staff and explore the sand. They use spades and containers to gather sand, and enjoy pouring the sand out into other containers. Babies and young children have their resources stored in low-level baskets so they can access them independently and continuously explore and experiment. Children are consulted about whether they wish to play inside or outside whenever possible to extend their interests. The outside area is very inviting for children. However, there is scope to extend the already good resources and space available to provide an enhanced range of experiences for children.

Parents are fully involved in their children's learning through sharing information on their progress and achievements. They can attend parents' evenings and complete sheets in children's 'All about me' books about what they do at home. Parents can also contribute to daily diaries for younger children. The progress check at age two includes parents and informs them about their child's development in the three prime areas of learning. It is used well to identify any gaps in learning at an early stage so that swift action can be taken. All children are gaining the skills and confidence, which they need to be ready for the next steps in learning as they start school. By the time the children leave the nursery, they are well prepared for their future learning at school by receiving regular visits from the school teachers and through children's 'All about me' books being passed on to school.

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

Children settle well and quickly as a result of the successful key person system and effective staff deployment. This enables children to feel safe and secure within the nursery. For example, a child's key person uses distraction to gently separate a child from their parents and provides reassurance. Cosy corners in all the nursery rooms have been recently refurbished to provide a welcoming environment with soft furnishings, such as drapes, cushions and photographs of children. Babies' and young children's individual routines are adhered to, such as sleep and feed times, which meets their immediate needs. Daily information is exchanged with parents in the form of daily diaries in the caterpillar and butterfly rooms. Information in the pre-school room is on a whiteboard for parents, so that they are fully informed about what activities their children have been involved in. Before a child attends the nursery, parents and children are invited to attend a taster day and complete starter packs to support staff's understanding of the individual needs of children. Staff use this information well to support children with their transition from home to the nursery. This helps children to feel valued. As a result, all children are emotionally well equipped for their future transitions within the nursery and eventually to school.

Children's awareness of developing a healthy lifestyle is promoted through the provision of healthy menus and snacks and through regular outdoor physical play opportunities. Children are able to gain an understanding of risk as they explore the outdoor

environment. Meals are prepared fresh on the premises by the nursery cook and provide a well-balanced diet. Children in the pre-school room select their bowl and cup before joining the snack table. However, opportunities to further promote children's independence are missed as they do not help to prepare their own snack. Staff join children at snack and lunch times, which creates a relaxed, social occasion as adults and children chat together. The effective implementation of systems for the administration and recording of medication ensures that parents and staff are fully informed. The majority of staff hold appropriate first aid qualifications. Therefore, children are cared for appropriately if they have an accident.

The staff are good role models and use positive techniques for managing children's behaviour. This impacts well on helping children to develop their cooperation during play by recognising the importance of sharing and taking turns. It helps promote children's independence and builds their self-esteem and confidence. Consequently, children behave extremely well and are very helpful, kind and caring.

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

The provider manages her nursery well, overseeing the staff team to ensure requirements are met. She continually works hard with the manager to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. Everyone contributes to this process and this provides a good overview of the whole provision, which leads to the identification of clear targets requiring further improvements. The action plan is something which is continually added to, providing everyone with clear focus as they work together to drive and secure continuous improvements for each room at the nursery. Monitoring the overall quality of the nursery and educational programme is strong. The manager and owner are responsible for this and have a good overview of the quality of the observations and planning that staff complete. Improving the quality of observations and assessments was a recommendation at the last inspection and has been much improved.

The designated safeguarding person has a secure understanding of their role and responsibility in safeguarding children and promoting their welfare. Staff demonstrate a confident knowledge of the signs of possible abuse and are clear about the procedures they must follow to report their concerns. All staff receive regular supervision and appraisals to identify their level of practice and any training needs. Staff are given time to cascade information gained from training to the rest of team at staff meetings. This helps to ensure continuous improvements are made to the nursery and children's interests are fully promoted.

The nursery has a full range of policies and procedures which are shared with parents. A suggestion/comments box is available for parents to ensure their involvement in the nursery. Parents are aware of their child's key person and have opportunities to discuss their child's progress at parents' evenings. This close partnership working with parents enables children to feel settled and comfortable, and ensures their needs are being met. Staff prioritise the safety of the environment each day by completing thorough daily risk

assessments in each room and making sure the equipment is safely set out. Monitoring of visitors to the nursery and good security of the premises ensure that risks to children are effectively minimised. Accident and injury documentation clearly demonstrates the injury along with the parent's signature, which is obtained at collection time. This ensures that secure information is shared in order to ensure children's welfare as the responsibility of care changes. All staff have been vetted for their suitability to work with children and accurate records of checks are maintained by the nursery. Robust recruitment and induction procedures further ensure the suitability of adults employed. The provision of regular supervisions, staff meetings and ongoing training supports the development of effective team working.

The Childcare Register

The requirements for the compulsory 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	EY420475
Local authority	North Lincolnshire
Inspection number	880005
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	62
Name of provider	Joanne Lorraine Cass
Date of previous inspection	14/11/2011
Telephone number	01652648228

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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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