

Happy Days Private Day Nursery

Happy Days Private Day Nursery, Fields Rise, HUDDERSFIELD, HD5 0LZ

Inspection date	17/04/2014
Previous inspection date	12/04/2010

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

- Children have an eagerness for learning because staff plan focused activities that extend children's learning through first-hand experiences.
- Young children develop attachments with their key person well and they are given regular comfort and cuddles when needed. This results in children being happy, confident and sociable in the setting.
- There is a homely atmosphere where practitioners are confident and positive about childcare; their energy is inspiring, having a very positive impact on both other staff, parents and children.
- Children's needs are very well met through highly effective partnerships between the nursery, parents and outside agencies.

It is not yet outstanding because

- There is scope to improve the opportunities for children to use the outdoor area in order to enrich their learning.
- On occasion, staff focus too much on the end product of baking activities rather than allowing children to have a sensory experience and celebrating the children's work, meaning that children give parents something they have not fully made themselves.

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 playrooms and outdoors.
- The inspector spoke with the staff at regular intervals throughout the inspection and made observations of the children present.
- The inspector looked at all relevant documentation provided.
- The inspector spoke to the children during free play.
- The inspector spoke with a parent on the day, read questionnaires and has received an email reference for the setting.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Hayley Gardiner

Full report

Information about the setting

Happy Days Private Day Nursery was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Huddersfield. The nursery serves the local area and is accessible to all children. There are currently 75 children on roll. The nursery employs 11 members of permanent staff including an on site caterer. Of these, all of them hold appropriate early years qualifications to at least level 2. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. The nursery provides early years funding 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 outdoor provision by offering children new and exciting outdoor learning experiences, such as, mud kitchens, drain pipes and den making materials
- recognise and enjoy children's success in baking activities rather than wanting an end product.

Inspection judgements

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

The staff have a good knowledge of child development and the Early Years Foundation Stage. They offer a wide range of exciting, motivating and challenging activities, which cover all of the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for starting school. Children have individual learning files, these include photographs, some creative work, observations and assessments and there is an effective system in place to carry out the required progress check at age two. These are all linked to the areas of learning and are used to recognise the next steps in each child's development. Each child's key person works closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning profiles ensures that parents remain involved and up to date about their child's progress. Parents contribute to their child's profile and each key person encourages home learning by suggesting activities parents can do at home.

The nursery provides a good learning environment for children covering all areas of learning. All children can easily access resources and equipment as they are stored at low level. However, there is room to develop further, baking activities for younger children, so children can experience the activity and sensory play rather than the adults being too

focused on the end product. Children are praised when they do well and this helps to build their confidence and self-esteem. They learn about the wider society well and use resources that reflect positive images of a wider world, such as, dolls, books, play figures and dressing-up clothes. They take part in activities and learn about different festivals and celebrations, such as Christmas, Hanukkah and Chinese New Year. Children explore a wide variety of creative activities using an assortment of media, which promotes their imagination and curiosity. Children play outside daily where they learn to be physically active. However, there is room to develop the outdoor area to consider providing more open-ended resources and allow children to create their own play, for example, mud kitchens, drain pipes and materials. Staff fully understand the importance of supporting young children to develop their skills in using information and communication technology, older children show enjoyment from the interactive computer table and independently operate it.

Younger children enjoy babbling, increasingly experimenting with sounds and creating personal words and staff listen actively to the different messages young children are trying to convey. They then repeat and model the language to help them build sentences. Babies are encouraged to develop their walking skills by using push along toys and the supportive staff praise and clap, as the child pulls themselves up using furniture. Young children are given time to explore open-ended resources within the provision. This results in children having plenty of opportunities to explore objects that can be used, moved and combined in a variety of ways. Younger children engage in role play in the 'home bay' areas. They smile and laugh with delight as supporting staff aid their imagination skills.

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

Children have a secure relationship with their key person in this friendly, welcoming nursery. The key person takes time to get to know all the children very well. Children are calm and are fully at ease, this means the children's individual needs are effectively met, promoting their well-being. The staff work closely with parents from the start of their child's learning journey, gathering information, including details of any specific needs, information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times. The staff plan effectively to make sure children are happy and have plenty of attention to make them feel special. The relationship between the staff, the children and their parents is highly effective in ensuring very good care for all children. Children feel very secure and thrive because they form extremely secure emotional attachments. They smile and giggle freely and as they get older and enjoy cuddling close to the responsive staff to read books. This gives children a strong, secure base and the confidence and self-esteem to progress and support their transitions to school. As a result, children are inspired, inquisitive learners who contribute excitedly in games and activities. Children are very confident in expressing their needs and the staff respond promptly.

Children are very polite and manage their own behaviour very well because the behavioural rules are rooted in the nursery routine. Sensitive reminders and positive reinforcement from the encouraging staff, means children receive consistent messages,

such as 'Please don't run inside as you may fall'. Children build good relationships with their friends. They work together very well to create play. Exceptionally good attention to hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as, fruit, vegetables and cheese. Meal times are social times and children enjoy pouring their own drinks. Children delight in using the local community for trips and outings which further promotes aspects of their physical play.

The staff are skilled in encouraging children's learning and development through play and daily routines. Staff talk about what they are doing so that children understand risks. They also encourage children to take manageable risks that offer effective challenges. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children conform fully with expectations and learn to keep themselves safe in an emergency through practising the escape plans. Consequently, children gain vital skills and attitudes to support their future move to other settings or to school. Children are very well prepared for the move to school and their future learning. For example, staff have developed good links with the local schools, nurseries, childminders and pre-schools. Staff members will attend any meetings required with parents and other professionals to ensure children are safe, protected and their individual needs are fully met.

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

The nursery is well organised and all the necessary paperwork is well maintained, such as children's information, accident records and a record of their attendance. All policies and procedures are shared with parents so they are aware of staff's responsibilities towards their children. All staff have a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in their care and who to report any concerns to. They carry out thorough risk assessments of the nursery and they take appropriate steps to keep children safe. Robust recruitment procedures ensure staff are suitable to work with children.

The manager and senior staff monitor the children's progress well and have a very good awareness of the Early Years Foundation Stage. They are aware that children develop at their own rate. There is a well-thought-out planning system to ensure that they cover each area of learning with adult-led activities or supported free play. Leaders demonstrate a good understanding of monitoring and evaluating their service. For example, they value any support and advice provided by the local authority briefing sessions and from training courses. This ensures they continue to provide a high standard of practice and a good quality setting where children are safe and can learn effectively. Effective performance management systems are in place and staff mentor each other and work closely together, bouncing ideas off each other with commitment and enthusiasm. Supervision and appraisals are in place with training programmes for all staff, so children benefit from trained and motivated professionals.

Partnerships with parents are very well established, ensuring children's development is

effectively enhanced, while meeting their needs and supporting smooth transitions to nursery or school. Parents can share information about their children with the staff and they discuss children's progress when dropping off and collecting their children. They also have parents' evenings for parents and carers. Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. They have established very good links with local agencies and schools to support all children to ensure continuity of care and learning for all.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY403478
Local authority	Kirklees
Inspection number	874137
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	75
Name of provider	Happy Days Kirkheaton Ltd
Date of previous inspection	12/04/2010
Telephone number	01484 541529

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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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