

# Sparthfield Happy Day Nursery

419 Whalley Road, Clayton le Moors, ACCRINGTON, Lancashire, BB5 5RP

<b>Inspection date</b>	02/04/2014
Previous inspection date	11/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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 are settled, happy and relaxed in the welcoming and stimulating environment. They show good levels of curiosity and imagination and are eager to learn.
- The staff know the children well. They have a good understanding of children's achievements and where they need to go next. This is combined with teaching which is effective and a wide range of enjoyable activities to support children to make good progress.
- Children's welfare and well-being is promoted well in the nursery. There is a comprehensive awareness of safeguarding issues among the staff, who have had appropriate checks to ensure their suitability for their role.
- Partnerships with parents and other professionals are effective in providing for children's needs. Transitions to and from the setting are supported well to promote continuity of care.

### It is not yet outstanding because

- There is scope to extend the use of the information gathered from the regular incidental observation of children's play to inform future planning in order to support children to make optimum progress in their learning and development.
- Improve daily routines to fully support children in developing their independence and self-care skills, for example, by letting them serve their own food at meal times.

## 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 had a tour of all rooms in the nursery and the outdoor play area.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at various documents, including policies, procedures, risk assessments, children's records and evidence of the suitability of staff.
- The inspector held detailed discussions with management, key persons and other staff to establish knowledge and understanding of the Statutory framework for the Early Years Foundation Stage.

## Inspector

Linda Shore

## Full report

### Information about the setting

Sparthfield Happy Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted, detached Victorian property in Clayton le Moors, Accrington. It is privately managed. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor and there is a fully enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, and one has an early years degree. 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 111 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 children who speak English as an additional language. The setting also operates an out of school club for children aged five years to 11 years. Children are collected from local schools and walk back to the nursery.

### What the setting needs to do to improve further

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

- expand on the use of observations of children's learning by using the information gathered to identify the next steps in children's development to more clearly inform future planning, so that children can make optimum progress in their learning and development
- improve daily routines to fully support children in developing their independence and self-care skills, for example, by letting them serve their own food at meal times.

## Inspection judgements

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

The deputy manager and staff demonstrate a secure understanding of the Early Years Foundation Stage. They provide children with a wide range of stimulating activities, closely linked to their interests and as a result, children remain engaged in meaningful play throughout their time at the nursery. Staff work closely with parents from the start, obtaining through discussion and the use of an 'All about me' form, a range of information about children's individual likes, routines and learning. This information is used alongside staffs' initial observations to assess children's starting points in learning. Each child has an individual learning journal which includes examples of their work, monthly observations of their learning and incidental observations of children's activities and interests. However, these are not always used as well as possible to identify children's next steps in learning and assess which developmental bands children are working in. Consequently, although

planning is clearly linked to children's interests, it does not always show how it has been informed by the identified next steps in order to enhance children's learning even further. Nevertheless, this has little impact on the children's learning because staff clearly know the children well, they talk confidently about their interests and achievements and plan a good range of challenging and enjoyable experiences for children. As a result, children show good levels of curiosity and confidence in the setting. This supports them to make good progress in their learning in relation to their starting points and to demonstrate the key skills they need in preparation for the next stage in their learning.

Staff use effective teaching to encourage children to talk about what they have seen out of the window. This interest was skilfully extended by staff over weeks as children counted cars they could see through the window. They discussed mathematical concepts, such as size and shape as they compared cars, trucks and buses. Children ultimately took a journey through the local community on a public bus. This was a new experience for most children and the display created from pictures taken on the trip shows the children's delight. This encourages children to be active learners and follow their own interests. Children enjoy a wide range of arts and crafts. They use rolling pins and cutters independently as they make shapes and objects with play dough. This helps them to develop good hand to eye coordination. Older children are learning skills to take on to school as the staff weave mathematical concepts and opportunities for early writing into everyday activities.

The friendly and experienced staff team know their key children well. This is combined with teaching which is generally good. Staff warmly welcome children as they enthusiastically enter the nursery. Children explore the environment confidently and quickly engage in the wide range of activities on offer indoors and outdoors. Staff work very well with parents and other professionals to support children's individual needs. For example, staff from the local children's centre visit to do targeted language sessions. These promote children's communication and language skills well, particularly those with English as an additional language. Parents know what their children have been doing as they are invited for parents' evenings to discuss their child's learning and they receive a written summary of their child's progress.

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

Children enter the welcoming nursery happily and separate from their parents with ease. An effective key person system is in place and children have clearly developed close relationships with the staff; this supports their emotional and physical well-being successfully. Staff work closely with parents from the start, completing 'All about me' forms to get to know the children and their backgrounds prior to them starting at the nursery. Parents complete a registration form for their child on entry, which provides the staff with detailed and meaningful information about the child's care routines, health requirements, allergies, special dietary needs and food preferences. In addition, parents are invited to bring children for settling-in sessions prior to starting; this helps them to get to know the nursery and promotes a smooth transition for children into the setting. Apart from the babies, all age groups mix freely in the outdoor play area. This supports a seamless transition as children move to the next stage in their learning.

Staff are enthusiastic and encourage children to explore their surroundings, use their imaginations and play with other children. As a result, children show good levels of confidence and are motivated to try new activities and experiences. Children have access to a stimulating and well-resourced indoor and outdoor environment, which supports their all-round development and emotional well-being. A good range of experiences and opportunities are provided for them to develop their self-care skills and cooperation. For example, staff encourage children to use the bathroom independently and dress themselves appropriately when choosing to play outside. Children who cannot yet fasten their own coat gain a great sense of achievement as they learn in stages and are praised for their effort and concentration. However, there are aspects of the daily routines where staff do not take advantage of every opportunity to promote children's independence skills fully. For instance, children are not encouraged to serve their own meals or control portion sizes to begin to respond to the needs of their own body. Meals are healthy and nutritious and children thoroughly enjoy the chat at snack times. Staff help children to develop a good understanding of healthy lifestyles through planned activities and daily routines. Children enjoy free-flow access to the outside area where they are able to balance, climb and negotiate space. This develops their balance and coordination skills and provides children with ample opportunities to benefit from the fresh air.

Staff are generally well deployed in the nursery and provide children with clear guidance and positive reinforcement on what is acceptable behaviour. Children are supported to manage their own behaviour as staff act as good role models and explain to them the importance of sharing and taking turns. Children learn to play alongside each other well; they invite others to join in their activities, such as when they are playing at the play dough table. As a result, children demonstrate a secure level of understanding of the behavioural expectations and good self-control. Children learn about keeping safe through activities, such as role play, where staff talk to them about handling their 'baby' carefully and keeping them warm and safe. In addition, staff give children gentle and clear reminders inside of the setting, for example, they ask them not to run because they might fall and hurt themselves.

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

The staff team demonstrate a good understanding of the requirements of the Early Years Foundation Stage. Recruitment procedures are robust ensuring that all staff have the necessary checks, qualifications and skills to work with young children. Effective procedures are in place to ensure that children remain safe within the setting. Security is good, external doors are locked and visitors' identification is checked before being signed in. Children are well supervised at all times because staff deploy themselves fluidly as children move around the play areas. Any accidents or minor injuries are dealt with well by staff who hold a current first aid certificate. All accidents and incidents are fully recorded as soon as possible after the event and parents are informed. Children's ongoing health is assured through accurate records of medications required and the good practice of cross-checking the dose with another staff member before administering. Children's personal records are complete and stored securely in the office to maintain confidentiality.

In addition, effective policies and procedures, including written risk assessments and daily checks contribute to maintaining a welcoming and safe place for children to play. Staff have a secure understanding of their responsibility to keep children safe from harm and how to report any concerns regarding a child's welfare. Effective systems are in place for staff to pass messages from parents to key persons. For instance, if children are to be collected at the end of the day by someone else, a note is made on the daily sheet and the password will be required before children are released. This further promotes children's safety at the nursery.

Knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage is good. Educational programmes cover all seven areas of learning so children benefit from a wide range of quality experiences. The nursery staff team are experienced and well qualified and demonstrate a positive attitude towards continuing their professional development in order to benefit the care and learning provided for children. For example, they attend training at weekends and are well supported to gain additional qualifications. The team is well organised and new staff members are mentored by enthusiastic existing staff. Appraisals identify any areas for staff development and staff find this a useful and positive process.

The nursery also obtains support from the local authority advisers and has used the partnership very effectively to obtain the Quality Award since the last inspection. Self-evaluation is ongoing and is currently based on the reflection and development plans formulated while working towards the award. Feedback is obtained from parents through questionnaires and this is used alongside discussions with staff to feed the reflective processes. From this, a clear action plan outlining priorities for improvement within the nursery have been identified. In addition, the nursery has addressed the recommendation raised at the previous inspection, to consider further ways to promote equality and diversity. This helps children to learn about the wider world and demonstrates a positive attitude towards continuous improvement. Partnerships with parents are good as staff take time to talk to parents on a daily basis. Parents comment that their children are very happy in the nursery and that they settle really well. The nursery works closely with the school staff and link with a variety of multi-agency professionals, such as workers from the local children's centre and the early years consultant. Consequently, children are effectively supported in their care and learning.

### **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

<b>Unique reference number</b>	EY339312
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	961933
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	65
<b>Number of children on roll</b>	125
<b>Name of provider</b>	Sparthfield Happy Day Nursery Ltd
<b>Date of previous inspection</b>	11/03/2013
<b>Telephone number</b>	01254 301524

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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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