

Happy Days Nursery

Water Lane, Totton, Southampton, Hampshire, SO40 3ZX

Inspection date

04/06/2014

Previous inspection date

28/04/2010

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	1
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 accuracy and rigour of the setting's assessments supports effective planning for each child's next steps in learning, as a result all children make very good progress and are well prepared for their next challenges.
- Children benefit from very good teaching as staff reflect routinely on their own practice. Staff challenge themselves to increasing levels of competence as they inspire and nurture the children in their care.
- Staff plan and provide children with wonderful, rich and purposeful learning environments, which spark children's interest and enthusiasm for learning.
- Staff follow effective care practices that help children feel emotionally secure and help ensure children are physically and emotionally healthy.
- Partnership working with parents is strong, supporting children's well-being, learning and development across the nursery and at home.

It is not yet outstanding because

- Babies and toddlers do not have direct access to an outdoor play area, which restricts the amount of time they can spend in the fresh air.
- On occasions, the management team do not fully meet staff's professional development and individual needs, which reduces the effectiveness of an otherwise very able and committed team.

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.

Inspection activities

- The inspector observed a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the nursery's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Happy Days Nursery registered in 1995 on the Early Years Register. The Totton College Partnership owns it. The nursery operates from purpose built premises on Totton College campus in the village of Totton, near Southampton. It serves the college community and children from the local area. Children have access to an enclosed outdoor play area.

The nursery is open each week day from 8am to 6pm for 50 weeks of the year. It closes for two weeks over Christmas and for all bank holidays. Children may attend for a variety of full-time or part-time sessions. The nursery is in receipt of funding for the provision of early education for two-, three- and four-year-old children. Staff welcome children with special educational needs and/or disabilities and children who are learning English as an additional language. There are currently 86 children on roll, all of whom are in the early years age range.

The nursery currently employs 14 members of staff who work directly with the children. Twelve staff hold recognised early years qualifications at level three and two more staff are working towards this qualification. The nursery also employs a cook and a kitchen assistant.

What the setting needs to do to improve further

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

- review and strengthen opportunities for the younger children to access fresh air and outdoor play
- strengthen the impact and stability of a dedicated and highly professional team by reviewing equal opportunities for staff with special educational needs and/or disabilities and the policy for staff with young children.

Inspection judgements

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

Children are making very good progress in their learning and development at this vibrant, caring nursery. Staff regularly review the effectiveness of the education programmes they deliver and seek to improve their own teaching skills. Consequently, they plan and provide interesting and challenging experiences that meet the educational needs of all the children in their care. Staff begin by listening to children and their parents. Before families enrol at the setting, staff establish children's likes and dislikes, needs and achievements. On this basis, staff plan activities they know will attract, excite and engage individual children and

they observe how their play unfolds. For example, staff find out about the physical skills babies have already developed so they may choose and place tempting resources at appropriate heights and within babies' reach. Similarly, staff arrange resources, and label containers of toys and puzzles with written print and clear photographs, for the older children to access easily. Children of all ages are therefore able to initiate and explore their own interests and engage in open-ended activity for lengthy periods.

Staff carefully record their observations of children's achievements across all areas of learning and development. They prepare informative learning journals, which include photographs and termly progress reports. Parents and children enjoy reviewing these special memories but their purpose is to ensure all children make expected levels of progress. Staff review and discuss children's progress with parents to identify the next steps in children's development and how they might help children reach them at nursery and at home. Good quality teaching consistently builds upon children's interests and extends their thinking and understanding to reach new heights. This keeps children moving forward as staff routinely provide exciting challenges that inspire their imaginations and develop their thirst for learning.

Staff complete precise, sharply focused assessments. These enable staff and parents to quickly identify any gaps or particular strengths in children's ability and plan specific activities to meet those individual needs. Staff review and change activities and environments to provide better conditions for children to hear speech more clearly. They work with parents to refer children for guidance from speech and language therapists and other specialist agencies. Staff recognise children's passion for a particular subject. They gather together or make a range of resources for them to advance their skills. For example, staff notice children who are fascinated by grouping and counting objects. They gradually introduce the children to adding and taking away items, and using numbers and symbols to represent what they are doing. This extremely sharp focus helps all children make rapid progress from their individual starting points and helps to close gaps in their learning quickly. Staff prepare children exceptionally well for their next steps in learning and for their moves to school.

Parents commend staff for the joy and energy they share with their children. They note the rich diversity of learning opportunities indoors and outside and support fundraising initiatives at the nursery. A wide range of formal and informal strategies engage parents and promote their participation in children's learning and development at the nursery. Parents also appreciate opportunities to meet other families at Christmas plays, Easter egg hunts, book days and garden fetes.

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

Children starting at the nursery settle quickly due to the care and commitment of the staff who prepare the way. New families learn about the systems that support children and parents at the nursery. Staff offer a flexible approach to the first few settling in sessions, which they organise to meet the individual needs of each family. During the first month, room leaders, children's key person and other members of the team focus particularly on

children's personal, social, and emotional development. Children soon feel secure and confident in their new surroundings.

Staff follow effective and well-established practices to support children's moves from the team and rooms designated for children less than two years of age, to those for children over two years. Similarly, staff prepare children well socially and emotionally before their moves to school. For example, when older children take turns to share their news with their group, staff openly talk about how they feel about changes. They talk with excitement about a recent visit by a member of staff with her new baby. Children discuss how they are sad and happy at the same time and learn that it is all right to feel a mix of emotions. Staff talk about new t-shirts and how uniforms help to make them feel they belong. They help children practise new skills and gradually introduce new opportunities for children to become more independent in managing their own needs. Children approach their moves to school in a positive manner, with increasing confidence in their own abilities and readiness.

Staff work hard to create the most exciting and inspiring outdoor area to stretch children's imaginations and physical skills. Older children choose to spend as much time in the fresh air as they do inside. The outdoor space is rich in opportunities for creativity and investigations. Children practise their 'golden rules' as they negotiate the use of spades and digging areas in the large sand pit. Staff help them manage risks as they climb, crawl through obstacles and use metal rakes to smooth over mud before making another sculpture. Children learn to take responsibility for themselves and their actions. They locate and replace aprons, mix and spray paint on easels and wall hangings. Staff guide children to focus superhero games. They encourage children to discover their 'superpowers' for hiding, den making, insect hunting, or watching out for a younger child. In this way, staff help children pull together as one team, communicating, cooperating and achieving new adventures as a group. This helps children learn to understand and value each other's strengths and differences. Children develop more self control as they wait for friends to try out an idea before they take their own turn.

The only drawback of the outdoor area is that babies and toddlers do not have direct access to it. This means that their trips into the fresh air are major, planned excursions, as they all need to be dressed appropriately and ready to go as a group. In addition, all the windows in their beautiful suite of rooms are too high for the children to see the outside world or feel a breeze on their faces. Young children enjoy learning to manipulate small dustpans and brushes but they cannot easily transfer those skills to outside. Similarly, they play with toy insects but have little opportunity to wonder at a real woodlouse scuttling cross their outdoor decking.

Staff place a high priority on helping children learn how to keep themselves healthy and fit. The nursery cook fills the building with the appetising aroma of homemade, carefully balanced and nutritious meals. Children anticipate what she might be cooking that day, and are more willing to try the new dishes that their friends are so enthusiastic to taste. Children help to tidy away and take dirty plates to the kitchen staff, who make them feel special and valued in this homely atmosphere. Staff arrange tables so children are in smaller groups. This enables children to talk to each other about their activities and plans for the rest of the day. Attentive staff, link children's superpower play with different

vegetables, reinforcing the benefits of a healthy diet for active bodies. Busy parents are pleased their children eat freshly cooked meals, which meet a range of dietary requirements and extend children's tastes to new dishes. As the cook is on-site and very much part of the children's day, she can also follow their interest in particular dishes. She helps children decide how to use the vegetables they grow and gather from their garden. Children experience some of the benefits of home life and home cooking while also learning about foods and meals from other cultures and celebrations. Children flourish in this caring and homely environment.

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

The nursery manager has a clear drive to improve achievements for all children as do her dedicated and capable team of staff. There is an ethos of self-evaluation, high aspirations, and working swiftly through plans for improvement across the nursery. Staff take advice from outside professionals to work out a plan to address issues. They stick it on the wall to keep them firmly focused on embedding those tighter working practices in their daily routines. This technique is working well for them. Standards in the quality of teaching and educational programmes continue to rise. Leadership support from Totton College is effective and links expertise across the nursery and training establishment.

Good systems are in place to monitor children's progress across all areas of learning and development and moderate assessments made by different members of staff. Staff clearly document each child's progress over time. The manager compiles data for all the children in the nursery. Temporarily, the manager is overcoming difficulties in updating information on the college computer system by using paper and pencil assessments. Such overviews allow her to evaluate the impact of practice across groups of children and time. This supports further improvements for children's learning. Assessment is now precise enough to identify gaps and strengths in children's learning. This allows additional teaching strategies or referral for specialist support to be put in place promptly. Staff challenge children's learning appropriately so they make very good progress given their starting points and individual needs.

Leadership and management have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have some training in safeguarding children and first aid. However, updates are sometimes slow to materialise, as they are not booked directly by the nursery manager. Staff meetings routinely include a focus on safeguarding and welfare. Staff are well versed in this area, enabling them to protect children appropriately. Contact details for the Local Safeguarding Children Board and for Ofsted are on display should parents or staff have concerns for a child's safety and require them urgently. Systems for vetting, recruiting and inducting staff are thorough as are staff supervision and appraisals. These measures help to ensure that staff remain suitable to provide the very best care for children.

A review of staff needs and equality of opportunity is necessary to ensure that excellent practitioners are able to be effective in all areas of their work. Staff provide good role

models for children at all times which is evident in the children's behaviour. Staff implement policies and procedures for assessing any risks to children's safety on a daily basis. The manager carries out additional assessments for new activities and outings. This helps to ensure that staff do everything possible to minimise risks and keep the environment safe for children. All mandatory documentation for registration, medical needs, accidents, and emergencies is in place. Staff have increased the frequency of evacuation drills to help all children become familiar with the procedures. This is not straight forward as the alarm system links with the college. However, staff get around this challenge by using some manual more localised practices.

Partnerships with parents, external agencies and other providers are well established and effective in supporting children's individual needs and changes. Networks with other providers stimulate new ideas and an exchange of examples of good practice. Regular newsletters and 'Home Link' updates keep all informed of the exciting range of activities, developments and special celebrations at the nursery.

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	507977
Local authority	Hampshire
Inspection number	845668
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	86
Name of provider	Totton College Partnership
Date of previous inspection	28/04/2010
Telephone number	02380 866660

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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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