

# Happy Days

3 Ayton House, North Road, BERWICK-UPON-TWEED, Northumberland, TD15 1PR

## Inspection date

Previous inspection date

04/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 provided with a safe and secure environment because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Staff use a calm, positive approach to managing children's behaviour, which takes into account children's understanding and maturity. Consequently, children's behaviour is good and they learn to share and take turns.
- Staff are motivated and enthusiastic in their approach to caring for children. Therefore, relationships between the children and staff are good, fostering a strong sense of belonging ensuring that children enjoy their time at the nursery.
- Partnerships with parents are good and parents are welcomed by friendly staff who are approachable and available to share with them relevant information with regard to children's progress. This ensures a good level of continuity in children's care and learning.

### It is not yet outstanding because

- The environment is not consistently rich in print, signs, labels and symbols to help young children develop further skills and interest in the meaning of letters and words.
- There are fewer opportunities to enhance the children's early writing skills.

## 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 two playrooms and spoke to staff members and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager and looked at a sample of children's assessment records and planning documentation.
- The inspector held meetings with the manager of the nursery and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents and carers spoken to on the day and from written information provided.

## Inspector

Anthea Errington

## Full report

### Information about the setting

Happy Days nursery opened in 2014 and is privately owned. It operates from premises in Berwick. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 8am until 5.30pm, term time only. Children attend for a variety of sessions. Children are cared for across three rooms. There are currently 27 children on roll, 18 of which are in the early years age range. There are currently three staff working directly with the children, all of whom have an appropriate early years qualification at level 3 and above. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- enhance the environment further so that it is rich in print, so that younger children's attention can be drawn to marks, signs and symbols to enhance their skills in learning that words carry meaning
- increase even further the opportunities for all children to practise their early writing skills by providing an increased range of tools which they can use to make marks and practise their writing skills.

## Inspection judgements

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

Staff in the nursery are enthusiastic about their work and demonstrate a good knowledge of the Early Years Foundation Stage. They ensure that children enjoy a range of interesting and challenging experiences across the seven areas of learning. Parents contribute to the initial assessment of their children's starting points on entry and share information on their child's individual needs and development stages. Staff use this information effectively and due to this, know all children well. Individual learning journals show children's achievements and progress over time and each child in the early years group has an individual file containing observations, photographs and examples of their work. Staff use this information along with observations they have made to identify the next steps in children's learning. This means they then can effectively plan future play experiences. The quality of teaching is good because staff are continually involved in children's play throughout the session. Staff sit with children on the floor and at the small tables and skilfully use open-ended questioning to extend children's thinking and develop their listening and communication skills. For example, staff ask children to talk about and describe the dough models they make. This helps to provide children with good

opportunities to develop their language and thinking skills. Children explain they are making 'big cakes' and explain they will also need to make candles as it is a birthday cake. They skilfully count out the pieces and place them on their cake as they sing 'Happy Birthday'. Timely interventions and thoughtful questioning means that children are encouraged to think carefully about what they are doing and how they can develop play further. This provides children with good opportunities to choose ways of doing things for themselves and of demonstrating ways of doing things their own way.

Children clearly love imaginative play and love to dress up in the various costumes available. They place dolls lovingly in cots and buggies and chatter away to them as they play. They develop early mathematical skills as they consider shape and size and work out for themselves whether the small world figures will fit into the play house and vehicles. Young children and babies thoroughly enjoy sensory activities and fully engage with staff as they explore the texture and smell of shaving foam. Staff ask questions, such as 'How does it feel and smell' to encourage children to think about their sensory experiences. The children state 'It smells nice and describe the foam as being slippery'. They sit and run their hands and feet through the foam discovering the shapes and marks they make. This provides them with good opportunities to develop their co-ordination and supports them in making marks to develop their early writing skills. However, resources, such as pens, pencils, crayons and chinks are not freely available throughout the nursery for children to practise and develop their writing skills further. Staff members ensure they engage fully with the children as they read familiar stories to them. They encourage them to describe the pictures they see and complete familiar phrases. They skilfully recognise those children who are not yet confident to speak out and encourage them to join in with actions. For example, they warmly praise children as they attempt to whistle, like the character in the story. This provides children with a great sense of achievement helping to develop their all-round development and emotional well-being. Overall, children demonstrate an enthusiastic approach to learning, which supports them well in developing the key skills they need for the next steps in their learning and to be ready for school.

The nursery has worked hard to establish successful strategies to engage parents, ensuring continuity of care and learning, both within the nursery and at home. Staff provide verbal feedback to parents at the end of each session, in addition to recording in children's individual journals. Social media sites are also used to keep parents informed. Parents state, they really appreciate the information shared with them and note the progress their children are making in their development, through the support the nursery provides. The key-person system is effective in maintaining positive partnerships with parents to support children's all-round development. Consequently, parents feel well informed about their child's development.

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

Children are clearly happy, secure and settled within the nursery. Each child is greeted warmly by the friendly staff team as they arrive. There is flexible settling-in procedures, which help children to adjust at a pace that successfully reflects their needs and parental requirements. An effective key-person system is in place; this helps children to form

strong and positive relationships with each other and staff and supports their move well from home to the nursery. Staff clearly know the children and their families well and as a result, children form secure attachments and are confident in their environment. Children demonstrate this by confidently coming in at the start of the session, quickly joining in with activities and happily waving goodbye to their parents. Good ongoing working relationships with local schools also ensure smooth moves on to other settings as children continue their education.

Staff use regular praise and encouragement, which develops the children's self-esteem. As a result, children are happily engaged and behaviour is good. Staff implement a range of positive methods to help children manage their own behaviour. They are good role models, are patient and kind. They regularly praise children and use effective methods to help raise children's self-esteem. For example, children are awarded with transfer stars as they help to tidy up, which they then proudly display, helping them to feel good about themselves. The nursery is set up so children can mostly independently access a suitable range of toys and activities. However, there are fewer symbols and words displayed to help young children to identify resources and areas to support them in being fully aware that print carries meaning.

Children are becoming aware of and responsible for their own safety. They are provided with gentle reminders from staff to tidy away activities they have finished with, negotiate safe space to play and practise emergency evacuation procedures on a regular basis. This supports them in beginning to gain an understanding of their own safety and that of others. Children are provided with healthy and nutritious snacks and have access to regular drinking water and milk. They enjoy the social occasion at lunch time as they sit together enjoying packed lunches provided by their parents. These are stored appropriately and served using appropriate plates and utensils. Children mostly have daily access to the outdoors, where they enjoy local trips into the community visiting local resources and parks. This provides them with sufficient opportunity for exercise and fresh air, which helps to contribute towards healthy lifestyles.

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

There are detailed policies and procedures in place and all staff demonstrate a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have undertaken safeguarding training and have a good knowledge of the signs to be concerned about in relation to child protection issues. Contact numbers are available for support and advice and staff are aware of the procedures they should take if they have any concerns regarding children's welfare. Risk assessments and daily health and safety checks are completed to ensure the environment is free from hazards and to minimise the risk of harm. There are effective recruitment and induction procedures in place, which ensures that all staff have appropriate suitability checks carried out and are fully aware of their responsibilities. Effective monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to help children make good progress in all areas of learning. Staff observe and

note children's achievements in a development record, which enables them to assess children's learning and plan a suitable range of challenging activities based on children's interests.

The staff team are passionate and enthusiastic, as they strive to provide good quality care and education for the children and their families. Ongoing staff development is encouraged by the manager and support is given for staff to undertake further training. This has a positive impact on the staff's commitment to the nursery. Staff undergo regular monitoring and evaluation of their service to ensure the nursery continues to meet the needs of the children and parents. For example, they work closely with the local authority and value the support and guidance provided. The manager has a good understanding of plans for the future to support children's progress over time and have highlighted improvements they wish to make. For example, further resources to complement the educational programmes have been identified, in addition to improving the provision for outdoor play. This would enhance the already good service they provide. The nursery is committed to listening and responding to parents' views and comments. Parents are asked to regularly comment through daily discussions and also use the social media site to share their comments and suggestions.

There are very good partnerships with parents as staff work together with them to support the children in their learning and development. Parents make comments, such as 'The nursery does a terrific job, and that they appreciate the information shared with them to continue to support their children's learning at home'. In addition, parents thank the staff team for the support and care provided for both their children and their families. The nursery works well with external agencies and other professionals to ensure that children's individual needs are being met by accessing the appropriate support and guidance if needed. Staff understand the importance of working in partnership with other providers and local primary schools. Effective systems are in place to support the children in their learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY475174
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	956553
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Tracy Jane Duffy
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01289 298024

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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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