

Happy Days Treliske

Unit 1 Treliske Industrial Estate, Treliske, TRURO, Cornwall, TR1 3LP

Inspection date

29/10/2014

Previous inspection date

17/03/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The nursery works extremely closely and highly effectively with other agencies. This enables all children to make excellent progress in relation to their starting points and individual abilities.
- The extremely careful and detailed analysis of all children's progress by management leads to the staff making highly effective enhancements to the educational programmes.
- Extremely strong systems are in place to evaluate and reflect on all areas of the nursery's practice. This includes using feedback from children and their parents to help them continuously develop.
- Highly conscientious and caring staff nurture and help children feel very confident and secure, and settle quickly into the nursery. Children benefit from high quality teaching.

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 took account of parents and carers views spoken to on the day and the nursery's parent survey.
- The inspector invited the deputy manager to carry out a joint observation, although this did not take place.
- The inspector observed activities in the indoor and the outdoor play areas.
- The inspector checked documents relating to the suitability and qualifications of staff.
- The inspector sampled documentation regarding planning and children's progress.

Inspector

Lynne Bowden

Full report

Information about the setting

Happy Days Treliske registered in 2004. It is one of 15 nurseries run by Happy Days South West limited. It operates from a purpose-built single storey building, with two enclosed outdoor play areas. The nursery is situated in a light industrial area, close to The Royal Cornwall Hospital Treliske, on the outskirts of Truro, in Cornwall. It is open each weekday from 7am to 6pm for 51 weeks of the year. In addition to the Early Years Register, the setting is registered on both the compulsory and voluntary parts of the Childcare Register. There are currently 53 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. There are 10 members of staff working directly with the children and a cook. There is one member of staff with early years qualifications at level 4 and seven members of staff with qualifications at level 3. There is one member of staff who is working towards an early years qualification.

What the setting needs to do to improve further

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

- enhance the information shared with parents about how children learn to help them promote their child's learning at home more fully.

Inspection judgements

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

Staff provide an excellent educational programme and high standards of teaching. This enables children to make outstanding progress in their learning. Highly conscientious staff use their knowledge of individual children to provide them with tailored support and attention. This enables children to feel extremely secure and confident as they participate in the full range of activities available. Management and staff promote all areas of learning extremely well because they are knowledgeable about individual children's needs and abilities. They quickly adapt and tailor activities in response to children's interests and learning styles, so engaging and maintaining their interest. Staff gather information from parents and complete comprehensive observations and records of children's progress. These enable staff to successfully identify children who need additional support in their learning or further challenge and extension. Staff work extremely well with other agencies to meet children's needs. They share information and incorporate advice from portage workers, physiotherapists and speech and language therapists into their planning and activities. This ensures that children receive consistent and complementary care and experiences. Staff use their expert knowledge of the areas of learning and how children learn when planning children's experiences. Consequently, staff provide all children with

extremely challenging activities that fully promote their learning in all areas.

Staff value parental contributions highly. They use information from parents to plan and provide activities that interest and engage their children. Staff share information with parents informally at the beginning and end of each session. They display information about planned activities and provide additional information about specific activities and the benefits to children's development. This week these included the use of play dough and the benefits of story time and reading to children. However, information about how children learn in a wide range of other activities is not always readily available. Key persons invite parents to formal consultation events twice a year where they share summaries of their children's progress. These include the required progress check for two-year-old children. These records show that all children are making strong and rapid progress in relation to their starting points.

Staff promote children's communication skills superbly by introducing and using sign language, gesture and pictures alongside speech. Young children find and select resources using picture labels. Very young children begin identifying their drink bottles from their picture labels and older children find their name cards to register their arrival. Staff skilfully encourage children's enjoyment and love of books and stories. They ensure favourite books are readily available and accessible so that even the youngest children enjoy selecting and looking at them in comfort. Staff encourage children to describe and relate familiar stories from the books and read new stories to the children. They encourage older children to recognise letter shapes and their sounds and sensitively support children as they attempt to write them. Consequently, staff promote children's early literacy skills extremely successfully as they become familiar with words and learn that print has meaning.

Children have excellent opportunities to develop and practise their physical skills. They develop their hand-to-eye coordination as they handle dried pasta, rice and small pieces of equipment. Outdoors, children develop their strength and coordination as they lift, rearrange and use balance equipment. For example, children manoeuvred wheeled vehicles around the grounds and learnt to jump and hop as staff encouraged them to play hopscotch. Children worked cooperatively together and followed rules as they enjoyed playing, 'What time is it Mr Wolf?' Staff used activities such as these exceptionally well to reinforce children's awareness and understanding of number and time. Staff skilfully encouraged the youngest children to count throughout their activities. When children stuck pretend candles of pasta into their rice cakes, staff encouraged them to count how many. Staff encouraged children to identify numerals, count out the number of objects they represent and compared the different sizes of objects. Consequently, staff use practical activities to promote children's early mathematical skills extremely well. This results in children making excellent progress.

Staff promote children's creativity extremely well through exciting activities. Older children enjoyed the sensation of mixing paint colours with paintbrushes and their hands. They learnt how different colours blend. Younger children thoroughly enjoyed creating patterns and shapes in shaving foam. Staff skilfully used these activities to incorporate other areas of learning. For example, they encouraged children to create and identify different shapes, such as circles and triangles. When going outdoors to play staff helped young children to

put on their coats and boots, while encouraging older children to dress themselves. Consequently, children learn to be independent and manage tasks for themselves. Children enjoy and benefit from their daily access to outdoor play.

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

Staff place an extremely high priority on getting to know their key children well. They establish very effective relationships with their families, ensuring that they share information about individual children's needs and routines. This enables the staff to meet each child's needs exceptionally well. Consequently, children feel thoroughly secure and soon develop warm relationships with staff. The staff's sensitive and highly skilled support of individual children enables children to form secure emotional attachments within the nursery. Even new children feel secure enough to sleep soundly, with staff quickly responding and reassuring them as soon as they notice them waking. Older children are exceptionally confident and knowledgeable about the routines and experiences available at the setting. Parents extol the support that staff provide during the settling-in process to both parents and their children. They are highly confident and secure that their children are happy and feel safe at the nursery. Parents who work nearby value the opportunity to visit their children during their breaks.

Staff provide an extensive range of activities and support to help children develop the confidence, positive attitudes and excellent skills for future learning. The wide range of high quality resources reflect similarities and differences in the community and help children to learn about the world around them. Children behave extremely well. This is because staff provide them with very clear messages about how to behave. Children respond well to praise from staff for helpful behaviour, such as sharing and putting resources away. This successfully boosts children's confidence and self-esteem. Staff reinforce daily routines with picture cards when necessary. This and the embedded use of sign language are especially beneficial for children with special educational needs and/or disabilities, including communication difficulties.

Staff use their expertise to teach children about healthy living and how to stay safe. This means that older children confidently explain the importance of washing their hands before eating, to get rid of the germs. Staff encourage children to consider and identify risks of outdoor play and so use equipment safely. They involve children in regular fire drills and teach them how to evacuate the building safely in an emergency. The enforcement of the no outdoor shoes rule in the baby room, keeps the floor clean for crawling children. Staff ensure they are fully aware of individual children's dietary needs, allergies and preferences and provide nutritious snacks that comply with them. At mealtimes, children develop their independence skills when they choose fruit to eat and pour their own drinks. Older children serve themselves their lunch, confidently talking with their friends and staff about the benefits of different foods and healthy eating. Consequently, children benefit from excellent guidance from staff to help them stay healthy and safe.

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

Highly effective systems are in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Management's thorough checks on the suitability of staff to work with children are integral to comprehensive recruitment procedures. Management place a high priority on safeguarding with all staff regularly attending training on a variety of aspects of keeping children safe. Extremely detailed and comprehensive safeguarding policies and procedures are in place. Management and staff demonstrate a very secure understanding and awareness of safeguarding procedures and their individual responsibilities. They ensure the safety and security of the premises through extremely robust safety procedures. For example, staff keep the premises secure, control access to the premises and monitor visitors. All the staff have current first-aid training and first-aid kits are highly visible and readily accessible should they be needed in an emergency. Consequently, staff are highly effective in dealing with any accidents. Highly conscientious staff are vigilant regarding keeping children safe. The management monitor and carry out detailed analysis of accident records. This enables them to identify any developing patterns and take swift action to address and minimise possible hazards. Consequently, staff safeguard and promote children's health, safety and welfare through excellent procedures and staff practice.

Management and staff have an extremely good understanding of their responsibilities in meeting the learning and development requirements. The staff eagerly support children in making strong progress and have high expectations of all children. The highly robust monitoring and evaluation of the educational programme is extremely effective. Managers use their analysis of overall educational progress to identify areas for further development. They conscientiously focus future action plans and training on addressing these exceptionally well. Staff review children's progress records to ensure they plan activities that comprehensively cover all areas of learning. Highly effective partnerships between the nursery and other agencies enable them to work extremely well together to identify and address children's needs. The culture and practice of continuous reflection help the management team and staff to maintain and develop the very high standards they set for themselves. This includes addressing the recommendations set at the last inspection. The organisation ardently promotes staff development through training, and robust and supportive appraisal and supervision structures. This enables the staff to further develop their existing strong knowledge and understanding of how children learn and progress. This demonstrates the nursery's excellent capacity for and commitment to continual improvement.

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. 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

Unique reference number	EY279963
Local authority	Cornwall
Inspection number	837428
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	53
Name of provider	Happy Days South West Limited
Date of previous inspection	17/03/2009
Telephone number	01872 262242

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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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