

Norbreck Happy Days Nursery

Happy Days Nursery, Russell Avenue, THORNTON-CLEVELEYS, Lancashire, FY5 1NY

Inspection date	14/01/2015
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff have a good understanding of the learning and development requirements, and as a result, children engage in a good range of interesting and stimulating activities, which meet their individual needs and interests and contribute to their continued good progress.
- Children develop healthy lifestyles and strong physical skills. They have good opportunities to exercise vigorously in large spaces, such as outdoors in the fresh air.
- Staff consistently give priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe.
- Staff establish good relationships with parents and other agencies, resulting in information being effectively shared and children's needs being met well.

It is not yet outstanding because

- Staff do not always give children sufficient time to lead their own play and sustain their focus, so they become even more deeply involved in their own learning.
- Children occasionally lose interest in some activities as their focus is interrupted by music playing constantly throughout the day.

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 children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the children, parents and members of staff.
- The inspector reviewed regulatory records including evidence of staff qualifications, training and suitability to work with children.
- The inspector discussed the procedures for safeguarding children with the staff, and viewed the risk assessments and other documentation relating to safety.
- The inspector reviewed the provider's self-evaluation form.

Inspector

Cath Palser

Full report

Information about the setting

Norbreck Happy Days Nursery was registered in 2008 and is on the Early Years Register. It is situated in a purpose built premises in the Thornton Cleveleys area of Lancashire and is managed by Norbreck Happy Days Limited, who own a number of other settings. The nursery serves the local area and is accessible to all children. It operates from six rooms and two separate sleep rooms and there are enclosed areas available for outdoor play. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. There are currently 143 children on roll, of whom all are in the early years age group. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 24 members of childcare staff and two cooks. Of these, 19 hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status, one holds a qualification at level 6 and one holds a qualification at level 5. The nursery receives advice from the local authority.

What the setting needs to do to improve further

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

- give children more time and freedom to lead their own play, sustain their focus and think critically, for example, as babies explore and investigate resources in the environment and as older children work out how to cut different materials, so they become more deeply involved in their own learning
- review and reflect on how music is being used in each room, for example, the CD player, to ensure it is used for a purpose, so that children are able to concentrate more fully as they play and listen attentively to conversation uninterrupted.

Inspection judgements

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

The standard of teaching is good across the nursery, with a good balanced of adult-led, focused and child-initiated activities, which on the whole are challenging and stimulating for children. Children and parents are introduced to their key person who helps them to settle in well to the routines of the nursery. Activities are filled with good opportunities for learning and development and children anticipate routines, such as story time and the early literacy activities. Staff read the story with animated and expressive language to capture children's interest and attention. They invite children to choose a picture and to tell the group what is on the card and then sing the accompanying song. Children point out characters they recognise in stories and are actively engaged and retain their focus.

Staff use a variety of teaching methods, such as copying and repeating children's words, and by asking open questions to promote problem solving and thinking skills. As a result, children, including those with English as an additional language and special educational needs and/or disabilities make good progress. They develop good early literacy, communication and language skills and confidence talking in large groups, helping to prepare them for future learning. Children enjoy moving to music and singing along to nursery rhymes. However, children in some rooms occasionally lose interest as their focus is interrupted by the music playing throughout the day. This means that children sometimes lose their concentration and attention during conversations and as they play.

Children enjoy the opportunities they have to play outdoors daily. There is an enclosed outdoor area with a wide range of resources. These include natural materials, such as, a mud kitchen, areas for planting and digging and wooden logs and tyres for climbing and balancing. Children show good physical skills as they run around energetically and show a good awareness of others as they carefully negotiate around them on their bicycles. They enjoy making assault courses and have fun as they balance objects on their heads as they walk. Children learn about changing weather conditions and how to dress themselves to keep themselves warm in the winter. Staff amend their planning according to the needs and opportunities that arise, for example, as children show an interest in a favourite film, staff invite them to make a model of a princess castle. They suggest that they can make an aeroplane model as children express a fascination with them during story time. However, staff sometimes interrupt children. They do not always give children plenty of time and freedom to enable them to always lead their own play, sustain their focus, think critically and become even more deeply involved in their learning. For example, as babies explore and investigate resources in the environment, and as older children work out how to cut different materials using the scissors.

Staff work very well with parents and have developed very good partnerships to support children to be ready for the next stage in their learning. Staff invite parents to share what they know children can already do so that they can form a baseline assessment to plan to meet individual needs and interests. Assessments, including the progress check for children aged between two and three years are completed to ensure that any need for early intervention can be identified. Parents comment that they are very happy with the information that is shared with them about what children have been doing at nursery and with the ideas to support children's learning at home. For example, as they introduce mathematical concepts during activities. Parents say that children enjoy their time at the nursery and that they settle in quickly. As a result, children make good progress towards the early learning goals and are prepared well for their journey on to school.

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

Children's well-being is promoted effectively throughout the nursery and their needs are well met. Key persons greet the children by their name when they arrive and give them a warm welcome. As a result, children feel a sense of belonging, they are happy and settle in quickly. The indoor and outdoor environments provide children with good quality and challenging activities. Most resources are stored so that children can access them

independently, which results in children being confident and self-assured. Staff have a strong focus on promoting children's social skills and are good models of behaviour. They provide clear instructions of expectations and routines, and consequently, children know what to expect. They play cooperatively together and show respect and kindness as they develop close friendships. Children's self-esteem is raised because staff consistently offer praise and encouragement. Consequently, children enjoy the individual attention they get and are motivated to learn.

Children know to be kind to each other and that they are all valued equally for their similarities and differences. They learn about different parts of the world as they bring photographs, postcards and artefacts from their holidays, and these are celebrated and displayed for all to share. Children visit the local church to celebrate harvest festival and celebrate national and international festivities. They develop an interest in the natural world as they care for plants and observe insects in the bug hotel. They look after the nursery teddy bear that they take home and talk about their adventures together. As a result, this supports children's all-round development and emotional well-being.

There is a robust and highly effective key-person system in place. Meticulous monitoring and tracking of the children result in a very good awareness of children's individual needs and well-being. Staff tune in to children well and recognise any signs of tiredness and respond by offering cuddles and putting them to bed for a nap. They invite children who are not as confident as others to join in activities so that they feel valued and reassured. Children enjoy playing with vigour and energy, and develop good self-care skills as they learn to dress themselves in their outdoor clothing. They are encouraged to attend to their personal needs. For example, as they wash their hands independently before eating and use individual face cloths to wipe their hands and face before disposing of it in the wash basket. They learn about healthy eating as staff talk to them about the nutritious food, which is freshly made each day on the premises. Staff ask parents to provide information about any allergies, intolerances or food preferences and to share information about any allergens in ingredients to keep children safe. Children participate in regular fire evacuation procedures so that they learn to keep themselves safe in an emergency. They learn to handle tools safely, such as cutlery and scissors and to take risks as they climb the steps to the slide. There are good links established with the local school. Visits are organised before children start, to familiarise themselves with the new teachers and environment. They hold their graduation ceremony and nativity plays in the school, and as a result, they are prepared well for their move onto school.

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

The management and staff have a thorough understanding of their responsibility in meeting the requirements of the Early Years Foundation Stage. Staff have a good knowledge of the nursery's policies and procedures, including the procedure to follow in relation to complaints. Risk assessments are in place and reviewed regularly to ensure hazards are kept to a minimum. All childcare staff have completed safeguarding training. They know the signs and symptoms of abuse and neglect and demonstrate a good

understanding of the procedures to follow should they have any concerns about a child's safety or well-being. Staff are familiar with the procedures to follow regarding allegations against a member of staff and with the use of mobile phones and cameras. The safeguarding policy follows guidance from the Local Safeguarding Children Board and the procedures and contact details of the relevant agencies are easily located within the nursery. Many of the staff have completed relevant paediatric first-aid training so they know what to do in the event of an emergency. Relevant documentation is maintained by the manager, including the vetting and safe recruitment of staff. As a result, suitable and knowledgeable staff are employed and children are kept safe.

The learning and development requirements are met well. The manager evaluates the effectiveness of the teaching and moderates staff observations, assessments and planning documents to ensure consistency across the nursery. Staff assess children's progress and promptly identify any gaps in their learning to secure appropriate early intervention. There is a targeted focus on staff training to develop the skills and knowledge of the staff. The majority of staff hold relevant childcare qualifications and the manager is keen to provide opportunities for staff to continue with their professional development. She uses the individual strengths and attributes of the staff, for example, staff with a qualification in theatre studies plan the children's graduation ceremonies, drama and musical activities. Staff and parents are supported in developing children's speech and language skills. Consequently, gaps in children's progress are closing rapidly and all children, including those with special educational needs and/or disabilities and those who speak English as an additional language are making good progress from their starting points. Parents comment that they feel supported by the staff and are happy with the information shared and the ideas they are offered to support children's learning at home. For example, staff share ideas to promote toilet training with parents to ensure children are offered a consistent approach. As a result, children's care and learning is supported well and they make good progress towards the early learning goals.

The manager has demonstrated a strong commitment to improve and has made good progress since the last inspection. For example, she has invested in a covered outdoor area so that children can enjoy physical play in all weathers. There is now an area for children to explore and investigate wildlife and the natural world. The manager has strengthened information sharing with parents to enable staff to establish children's starting points accurately when they first start at the nursery. As a result, their needs are well met as staff identify children's next steps in learning and provide consistent care routines. Staff, parents and children all have a strong voice and are included in the nursery's self-evaluation process. The manager swiftly identifies strengths and areas to develop and effective improvement plans are put in place. There are strong links with school and other agencies to meet the needs of children and as a result, all children are making good progress.

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	EY364223
Local authority	Blackpool
Inspection number	857711
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	102
Number of children on roll	143
Name of provider	Norbreck Happy Days Limited
Date of previous inspection	26/01/2009
Telephone number	01253 853 452

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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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