

Happy Days Nursery

Inspection report for early years provision

Unique reference number EY232923
Inspection date 29/03/2011
Inspector Lisa Paisley

Setting address Lubards Farm, Hullbridge Road, Rayleigh, Essex, SS6 9QG

Telephone number 01268 782925

Email

Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Happy Days Nursery opened in 1990 and moved to its current premises in 2002. The nursery operates from a converted single storey building. It is situated within in a rural setting on the outskirts of Rayleigh, Essex. All children share access to a secure outdoor play area. A maximum of 40 children may attend the nursery at any one time. The nursery opens five days a week all year round with the exception of Bank Holidays. Opening times are from 8.30am to 4.30pm Monday to Friday.

The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 138 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full days or part time. The nursery serves the local community and wider areas. The setting supports a small number of children who have special educational needs.

The nursery employs 10 staff and four ancillary staff. All of the early years staff, including the managers, hold appropriate early years qualifications. One staff member is currently extending their professional qualifications and the manager holds Early Years Professional Status and is working towards a BA Honours in Early Years and Education. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outcomes for children in the early years age range is good as the staff have an effective understanding of the Early Years Foundation Stage and the learning styles of young children. The provision promotes a positive and exciting play and learning environment where children's participation is actively encouraged, promoting positive contribution and self-affirmation. Team work is good as there are excellent systems in place in supporting and developing the effectiveness of the team. Children feel safe and partnership working is good as staff effectively promote children's welfare. Self-evaluations have been developed, however, self-assessment is not fully embedded or reflective of the nursery's practice.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further planning and assessment arrangements to ensure next steps and children's interests effectively inform future activity plans
- develop further self-evaluation, ensuring that it is fully reflective and embedded within the nursery's practice.

The effectiveness of leadership and management of the early years provision

All required documentation, including policies and procedures, are in place and all records are comprehensive and maintained to a good standard for the safe management of the setting. Robust vetting checks are in place to ensure all adults working with children are suitable to do so. Children are effectively safeguarded as staff have a good understanding of their role in safeguarding children. The written safeguarding policy is in place and includes a procedure to follow in the event of an allegation being made against a staff member. Staff clearly understand safe working practices, for example, the storage of mobile phones and the supervision of children. Risk assessments are in place and are effectively implemented by the staff, as they carry out visual checks and consistently monitor the safety of all play areas, for example, checking the outdoor area before children use the garden.

The organisation of daily routines, including staff deployment, successfully promotes an inclusive environment, which enables active participation and positive contribution from all the children. Resources and equipment is good and equipment effectively covers the six areas of learning. The organisation of resources successfully fosters children's independence and choice. Team work is good as the manager effectively supports staff in their role and any change is consensual, ensuring improvements are fully embedded and agreed by the staff. The staff team are skilled and experienced, communication is good and regular team meetings further promote good working practices. Some staff have additional responsibilities, this includes the Special Educational Needs Coordinator and the Equality Officer and they are both experienced and effective in their roles. There is a good commitment regarding continued professional development, as a number of staff are extending their current qualification and also all staff attend mandatory training, for example, first aid. Since the last inspection the nursery has addressed previous recommendations, continue to develop the garden area and also develop reflective practice. Self-evaluation has been developed, however, further development is required to ensure assessment is fully reflective and embedded within the nursery's practice.

Partnership work with parents is good, as staff to endeavour to develop effective relationships with all the parents. The admissions procedure enables new children to settle into the provision effectively, this ensures a good range of information is exchanged before children start. Regular newsletters, the notice boards and ongoing verbal discussions ensure that communication is clear and consistent. Parents are also encouraged to come into the nursery through the 'Open Door' policy and annual themed weeks, for example, Mother's week and Father's week and fun raising events, further promote good communications. Parents' complimentary comments include the staff being very friendly, children have good play activities and that children are very happy at the setting and they are safe. Good systems are in place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

The quality and standards of the early years provision and outcomes for children

Planning, observation and assessment arrangements are in place and have been reviewed and developed to provide children with good play and learning experiences. However, children's next steps and interests do not effectively inform future activity plans to ensure activities and play experiences are closely tailored towards children's individual needs and are effectively challenging. Planning effectively covers the six areas of learning and maintains children's interests in their play. Children's individual developmental profiles provide a good written and photographic narrative of children's progress. Children's profiles also include the initial assessments and the development matters framework, ensuring their progress is being clearly tracked and assessed. Overall, children are making good progress considering their capabilities and starting points. There is a good range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned activities including Christmas, Diwali, Mother's Day and Easter, and they also participate in national fund raising events.

Children are happy, settled, contented and self-motivated in the provision, as the environment is child-centred and they are able to self-select from the good range of activities and play experiences that cover the six areas of learning. Staff are purposeful and considerate in their interactions with the children as they encourage shared thinking through planned activities such as, circle time and child-initiated play. A language rich environment is provided for children, through the good quality displays, activities and routines which include self-selection of snacks and drinks at snack time. Children's appreciation of stories is effectively supported by the good opportunities for children to access books. The book corner is warm and welcoming where children share books with their friends and staff. The good selection of information and story books offer both instruction and delight, the younger children enjoyed a story about a monster, whereas the older children enjoyed a modern story about a beanstalk. All the children enjoy action and nursery rhymes, including 'Head Shoulders, Knees and Toes', and they participate in using sign language with songs and also sign the days of the week. The younger children in the nursery are settled in their play as they enjoy playing with the activities that are provided, this includes sand play, construction activities and mark-making opportunities.

Children learn about early mathematical concepts through daily routines and play experiences, this includes counting at snack time and circle activities. There is also a good range of maths equipment such as, compare bears, caterpillar objects and counting and matching games. Their creative imaginations and self-expressions are promoted through the good range of activities, for example, play dough, sand and water play. The role play is changed regularly to extend and develop children's imaginations, this includes the vets corner, restaurant and also the home corner. The recently introduced sensory tent also further supports children's imaginations. Children's behaviour is good as staff successfully create a warm and welcoming environment that values positive behaviour. They form close friendships with their peers and they are co-operative with their friends as they share and take turns in

their play. Positive contribution is promoted as staff effectively praise and encourage children throughout the day and older children and staff are positive role models. Children have good opportunities to explore and learn about the natural world as they go on outings to the local farm. They visit the farm shop, the mushroom theatre, bakery, pet shop and local blacksmith. Learning about growth and life cycles are an integral part and an effective aspect of the setting as children plant Ranunculus bulbs for Mother's Day, also sunflower and spice seeds and make observations regarding egg incubation and young chicks.

Children being safe and promoting healthy lifestyles are effectively promoted within the setting through daily routines and regular discussions such as healthy snacks. Children are encouraged to make choices, as they self-register and select their snacks and drinks. Staff remind children to wash their hands when needed and explain why they need to. Good systems are in place to support children with additional dietary requirements, for example, health care plans and additional training. Staff are vigilant with regards to children's safety and they remind children how to be safe, this includes practising fire drills and walking around the premises safely. Overall, children's well-being and safety is good.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met