

Happy Days Nursery

Gipsy Lane, Exmouth, Devon, EX8 3AF

Inspection date

Previous inspection date

07/10/2014

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

- Relationships between staff and children are warm and caring, which helps children to settle in quickly and to feel secure.
- Children are becoming independent due to effective teaching because staff routinely encourage children to undertake small self-care tasks.
- Staff use a range of successful teaching strategies to help children become confident communicators.
- The management and staff work closely together to carefully monitor the quality of the setting to identify and address areas for improvement.

It is not yet outstanding because

- Staff do not organise resources in the garden well to enhance children's learning experiences further so they can explore and investigate its features spontaneously.
- The information staff share with parents regarding children's progress does not always focus on children's next developmental steps so parents can extend learning opportunities at home.

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 examined a range of documents.
- The inspector talked with some parents, children, staff and senior management.
- The inspector and manager completed a joint observation.
- The inspector observed children's play both indoors and outdoors.
- The inspector held discussions with the manager.

Inspector

Sarah Madge

Full report

Information about the setting

Happy Days Nursery registered in 1991 and is run by Exmouth Community College. It operates from the ground floor of a building on the college site. Toddlers and pre-school children are cared for in different areas of an open-plan room, with an adjacent playroom an adjoining sleep room for babies. An enclosed area is available to all age groups for outdoor play. The nursery is registered on the Early Years Register. They are open term time only, from 8.30am to 5pm Mondays to Thursdays, and from 8.30am to 4.30pm on Fridays. A breakfast club is also available from 8 to 8.30am daily. There are currently 48 children on roll, aged from birth to five years. This includes funded two, three and four-year-olds. Children attend for a variety of sessions. The nursery serves the local community. The manager has appropriate childcare qualifications and leads a team of eight staff, all of whom have relevant childcare qualifications. The nursery also employs a part-time administrator.

What the setting needs to do to improve further

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

- review organisation of resources outdoors so children have more opportunities to explore, investigate its features, and be active and spontaneous in their play and learning
- strengthen partnerships with parents by regularly providing ongoing information with reference to children's next steps, to enhance home learning opportunities.

Inspection judgements

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

Staff plan interesting and challenging activities for children of all ages, that have depth and breadth across the seven areas of learning. They base these activities around children's current interests and their stage of development. This meets the needs of all children well, and consequently, children develop a positive attitude to learning. Staff have high expectations of children and complete regular, accurate assessments of children's progress. Each child's I can book contains regular observations of children's learning. Staff record children's ongoing achievements and monitor their progress using tracking records. This successfully enables early identification of any gaps in children's learning. Children make good progress and are ready for the next stage of their learning, including those who move onto school. All children are generally working comfortably within the typical ranges of development expected for their age. Staff complete the appropriate progress check for two-year-old children to summarise their learning and identify next steps for

planning.

The quality of teaching is good because staff have a good understanding of how children learn. Staff encourage children to think about 'one more' or 'how many do you have left?' This supports children's counting and early calculation skills, which help them make good progress in their mathematical development. Staff teach children well to help them extend their physical skills. For example, younger children are encouraged to roll, throw and catch balls. This helps them develop control and coordination of their bodies and hand eye coordination. Staff positively role model the use of language to help children learn to communicate effectively. They narrate children's activities from a young age and repeat key words to help them become familiar with day-to-day language. Staff ask open questions, such as 'what did you do?' to help develop children's thinking skills. Children develop an interest in books and enthusiastically sit down in preparation for story time. Staff engage them when reading stories by asking them questions about the illustrations.

Staff provide a good range of resources indoors for children to explore and play with to support their learning and interests, however, organisation of resources outdoors are not as successful. For example, the sand pit remained covered during the babies' play in the garden. Additionally, staff emptied a tray filled with rainwater after children had begun excitedly making splashes with their hands, which immediately ended their exploration of water. This restricts children's opportunities to explore and investigate spontaneously, and be active in their play outside.

Staff have the skills and knowledge to quickly identify those children that may require further support. They seek support from other professionals when needed to help all children make good progress. A successful key-person system supports positive engagement with parents. Staff keep parents informed about their child's progress through informal daily discussions and written diaries. Parents see records of their children's achievements and are encouraged to comment on them. However, staff do not consistently share information about children's next steps in learning to support parents in extending their children's learning at home.

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

Good settling-in systems are used to meet the children's individual needs. This includes introductory visits when they first attend and when they move to a different part/age group within the nursery. There is effective liaison between the key persons and parents, which contributes to these smooth transitions in children's lives. Children are settled and happy, and have secure warm relationships with all staff. They excitedly share their experiences from home with Digby, the nursery's soft-toy, with their friends. This all supports children's emotional well-being and prepares them for the next stage in their learning.

Staff give frequent praise and encouragement, and acknowledge children's achievements. As a result, children behave well and demonstrate good self-esteem. For example, children remember to use good manners. Children feel welcome and have a sense of belonging

because their name and photograph label their coat pegs and drawers. They confidently explore a good variety of the well-organised, low-level resources indoors, which enables them to make choices in their play. However, outdoor resources are not always well organised to ensure that they fully motivate and extend children in their exploration.

The welcoming environment challenges children's learning through picture displays of numbers, letters, and displays of their work, valuing their contributions. All children engage in outdoor play, where they exercise in their fresh air. Staff encourage children's independence throughout the routine, for instance, they pour their own drinks during meal times and use the water cooler. This ensures children remain hydrated and helps develop their fine motor control. Children participate in fire evacuation procedures, which help them learn how to leave the building quickly in an emergency.

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

Staff demonstrate a good understanding of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. They risk assess the nursery environment each day to monitor its ongoing safety to meet children's needs. This means children play in a safe and secure environment. There is an accurate record of children's attendance. Additionally, the manager summarises the number of children in each age group on a whiteboard to organise the successful deployment of staff, to meet children's needs. This means staff have a good understanding of appropriate ratios to ensure their deployment is effective. For example, when staff go indoors to check on sleeping children, others organise themselves so those remaining outdoors can supervise all areas of the garden. A good range of policies underpins staff practice and informs parents of the day-to-day procedures. They have a secure knowledge of the possible signs and symptoms of abuse and child protection procedures to follow should they have concern about a child in their care. There are secure systems in place to enable suitably qualified and vetted staff to work with children. There are good arrangements to maintain staffs' professional development through regular supervision meetings. Overall, staff plan for and provide a broad range of learning experiences that help children make good progress across all areas of learning. The manager monitors planning and assessment arrangements well to ensure her staff are consistently delivering a good quality educational programme and have an accurate understanding of children's progress.

There is good partnership working at all levels. The staff team works collaboratively with other professionals to help all children make the best possible progress from their starting points. Staff have made good links with other early years settings children attend. They share children's assessment records to enable the complementary planning of activities. Overall, staff work well with parents so they are aware of their children's experiences. Parents comment positively about the staff and the supportive interactions their children receive from staff.

The staff team work well together to monitor the provision and drive improvement through effective self-evaluation. They have identified and addressed many areas for

development, including redesigning the room layout and ordering new storage units. This means children benefit from the space to initiate their own ideas from accessible resources. Staff invite parents to share their suggestions for improvement through informal discussion. This allows staff to act on their ideas, for example, they now provide a general summary of the children's day on a whiteboard for all parents to see when they arrive to collect their child.

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	105862
Local authority	Devon
Inspection number	835730
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	48
Name of provider	Devon County Council
Date of previous inspection	not applicable
Telephone number	01395 255734

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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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