

Happy Day Nursery

Heath Road, Davenport, STOCKPORT, Cheshire, SK2 6JJ

Inspection date

04/12/2013

Previous inspection date

20/08/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The educational programme is exciting, challenging and well planned by skilled practitioners to cover all areas of learning and development. As a result, children are making good progress through first hand experiences.
- The manager has a good knowledge of the Early Years Foundation Stage framework and her responsibilities in meeting the learning and development requirements, as well as her responsibilities in meeting the safeguarding and welfare requirements.
- There is a well-embedded key person system in place, which supports the children's emotional well-being and ensures practitioners have a detailed knowledge of children's individual needs.
- Parents are extremely happy and feel that they and their children are well supported and that their children are safe, secure and challenged while in nursery.

It is not yet outstanding because

- There are further opportunities for babies to freely make marks with different strokes using a selection of pens and crayons during continuous provision.
- There is further scope for older children to become more independent in their play. For example, providing them with opportunities to mix their own paints.

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 toured the nursery and outdoor area.
- The inspector observed activities in the different rooms of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector looked at the children's assessment records and planning documents.
- The inspector checked evidence of suitability of practitioners working with children.
- The inspector took account of the views of the parents spoken to on the day and from information included in the setting's own parent surveys.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Happy Day Nursery is privately owned and was established over 35 years ago. The current premises was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from five rooms in a single storey, purpose built premises in the Davenport area of Stockport and there is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. It supports a number of children who speak English as an additional language.

The nursery is open Monday to Friday from 7.30am to 6.15pm, throughout the year, with the exception of bank holidays. There are currently 97 children on roll. The nursery employs 17 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, 10 at level 3 and two at level 2, including one with Early Years Professional Status. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance babies' opportunities to freely make marks through the provision of everyday resources and activities. For example, by providing a selection of pens and crayons within areas, such as the home corner
- enhance older children's already good independence by encouraging them to take a lead in all aspects of their play, such as mixing their own paints.

Inspection judgements

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

Children enter this welcoming nursery confidently and independently and are able to select from a good range of quality resources which are clearly labelled and accessible for all children. Practitioners are deployed well throughout the nursery and support the children's learning both indoors and outdoors. Children have access to a large outdoor area throughout the day. The outdoor environment includes interesting learning opportunities for children. Practitioners support children's imaginative play and encourage them to think critically. For example, a practitioner encourages children to think about how and where they can build a den to hide as they act out a story. As a result, the children's play and learning experience is extended. Teaching in the nursery is good and children are making good progress with their learning as a result of practitioners creating an exciting and challenging environment, which meets the needs of all children. Robust procedures are in

place to observe, assess and plan for children's next steps of learning. Each child has a booklet that clearly focuses on their individual learning and development. Clear starting points are identified for each child when they join the nursery, which are agreed with parents. Practitioners have high expectations for the children and plan next steps which support the children to think critically and make good progress. For example, during an adult-led activity a practitioner encourages a small group of children to think about how they can reach animals which have been placed in various high places; the children decide they need step-ladders which they use with the support of the practitioner. All practitioners have a good knowledge of the stage of learning and development of their key group and are skilled at identifying gaps in learning and effectively plan activities which support the children in these areas and successfully close gaps. As a result, younger children are well prepared for their transition to the next room and older children are ready for their transition to school. Children with English as an additional language are supported by their key person who also works closely with the parents. For example, practitioners use simple key words in the child's home language which supports them to communicate with the children and ensure that they understand instructions.

Parents are encouraged to participate in their child's learning and development through a variety of methods. Parents use their daily chats with the key person to communicate children's special interests and achievements at home. Parents are also encouraged to record key observations of their children's learning at home and post these in the child's individual 'communication book'; this is also used by the key person to share information with parents and to record any significant achievements which the child has made while at nursery. The key person incorporates information gathered from parents into the children's individual planning and uses this knowledge to enhance the children's communication skills. For example, practitioners ask children questions about what they have done over the weekend, and children within the pre-school are able to confidently recall these past events and experiences. The nursery holds a parents' evening every year where the parents are invited in to discuss their child's stage of learning and development with the key person. The nursery operates a 'library' where parents can borrow books to share with children at home. The nursery sends home 'phonic bags' and has completed a scheme called 'Pirates' which introduces the parents to 'letters and sounds' and phonics. As a result, parents feel prepared and motivated to support their children's learning and development at home and prepare them for school.

Practitioners provide many opportunities for children to develop their mathematical skills, such as selecting a 'helper' at meal times who counts the children sat at their table and then selects the correct amount of plates and cups. Children are learning about mathematical concepts, such as filling and pouring by experimenting with different sized containers during water play. Practitioners place great emphasis on communication and talk and listen to the children throughout the session; the children respond well to this and talk confidently to the adults about what they are doing in their play. Practitioners support the older children's language development well during circle time, asking children about days of the week, the type of weather and the key events and festivals this month. As a result, children are well prepared for their next stage in learning. Practitioners support younger children's developing interests in books by sharing stories with them. They use clear and animated voices and encourage the children to turn pages and lead the story by stopping and discussing the different pictures of animals throughout the book and the

noises they make. Older children enjoy making marks with paints and a variety of materials. However, there is scope to improve the opportunities for the children to independently mix their own paints and experiment with colours. Practitioners provide a range of sensory activities for babies to explore different media, such as paints, as a result, babies are learning about different textures and different ways to make marks. However, these activities are adult-led and focussed and opportunities for babies to freely make marks using pens and crayons during continuous provision are not maximised.

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

The processes to help children settle into the nursery are highly effective. Parents express that they feel confident and secure about sending their children to this nursery. The settling-in process for each child is individual and agreed upon between the key person and the parent. The parents are invited into nursery to complete an 'all about me' sheet before the children start which informs the key person of the child's likes and dislikes, interests and care routines to ensure the child has a smooth transition into nursery. The effective and well-established key person system in place means that children form secure attachments and their emotional well-being is constantly supported. Practitioners use meal times as an opportunity to sit with their key group and talk to the children about things that are of interest to them, as a result, children are building strong bonds with their key person. Parents are aware of the key person system and the roles and responsibilities of their child's key person and speak highly of the practitioners. Practitioners greet and welcome children and their parents into the nursery, they spend time speaking to the parents at the start and end of each session, sharing information and providing feedback on the child's learning and achievements. This ensures that the relationship between the nursery and parents is strong. Children clearly feel safe and secure with the practitioners as they freely and confidently approach them in the different areas of provision and join in with established play and activities. Children enjoy cuddling up to practitioners for stories and playing and learning with them and the other children.

Children have access in all weathers to a large, secure, well-resourced outdoor play area where they have regular daily exercise. Children are encouraged to take risks during their play and with the support of the well-deployed practitioners they confidently use the outdoor climbing equipment to move their bodies in different ways. Children's safety is consistently dealt with as the highest priority. They are reminded not to run indoors, how to hold scissors safely and to sit at the tables while eating and drinking and as a result, children are learning how to keep themselves safe. Children show a strong sense of belonging and demonstrate that they feel safe. They gain high self-esteem quickly and learn to make friends with their peers from an early age. Behaviour within the nursery is very good. If there are any children displaying unacceptable behaviour this is dealt with immediately. Adults get down to the children's eye level and explain in an age-appropriate way why they should not be behaving in the way they are, for example, why the children should share and take turns. Children understand the importance of washing their hands before meal times and after using the toilet. Practitioners use skilful questions to encourage the children to think about how and why they are washing their hands and the children confidently respond and talk about and understand the importance of removing germs. Children enjoy healthy meals and snacks throughout the day. Children are

independent at meal times. Practitioners use this time effectively to talk to the children about healthy lifestyles, as a result, children have a good understanding of different types of healthy foods.

The nursery has a highly effective relationship with the local schools. Teachers are invited in to discuss the children's stage of learning and development and individual needs to ensure a smooth transition. They pass their individual reports on to the other professionals and this ensures that children are secure because the transition to the next setting is sensitively handled.

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

The manager is the safeguarding designated lead in the nursery and has completed the appropriate training. There is a safeguarding policy in place and the manager has a clear understanding of her role. All practitioners have a good knowledge and understanding of their responsibilities and what to do if they have concerns about a child's welfare and understand their role in protecting children. They have attended safeguarding training and this is reinforced in the nursery by the manager who regularly reviews the nursery's policy with practitioners to ensure their knowledge and understanding is accurate and current. As a result, children are effectively safeguarded. There is a robust recruitment and selection process in place, as a result of this they have recruited and retained a highly skilled and qualified team who are experienced and well supported within the nursery. Experienced and qualified practitioners work with and support those who are studying towards childcare qualifications. Appropriate checks are carried out on all adults to ensure that they are suitable to work with children. Practitioners are effectively deployed throughout the setting, as a result, children are well supervised which ensures they are kept safe and their needs are met.

The manager and deputy have a good knowledge of the Early Years Foundation Stage and their responsibilities in meeting the learning and development requirements. Practitioners' development is of high importance and they are encouraged to maintain their continuing professional development. They share knowledge gained from attending training courses and good practice with the team; this ensures that practitioners have a thorough understanding of child development and the stages of learning. As a result, all children are supported effectively to make good progress in their learning and development. The owners and manager of the nursery consistently and effectively monitor the children's stage of learning and development and the progress which children are making through carrying out regular assessments of all the children attending the nursery. As a result of this, gaps in learning are identified promptly and practitioners are supported by the owners and manager to narrow the achievement gaps.

There is a strong committed practitioner team, who care deeply for the children, who attend. A regular system of annual appraisals and supervisions is in place. This ensures the continuous professional development of practitioners to continually improve the provision for children. The manager demonstrates a good ability to improve the nursery. Self-evaluation is rigorous and all the practitioners strive towards the same vision, which is

to continuously improve the service they offer. There is a nursery action plan in place which is continuously reviewed and amended. Practitioners take an active role in implementing developments to their practice, for example, the nursery has recently made further improvements to the way they effectively plan for next steps in children's learning. Effective partnership working arrangements with external agencies, such as the local schools and the local authority, are well established and contribute strongly to meeting children's needs and preparing them for the next stage of their learning. The nursery has established positive relationships with parents and operates an open door policy where parents are clearly invited and welcomed into the nursery on a daily basis. Parents play an active part in their children's learning and in making improvements to their children's learning environment. This is achieved through collecting parent comments and suggestions through questionnaires and implementing actions in direct response to these. Parents are invited to attend various activity mornings, such as football matches organised for fathers and their children, art and craft mornings and joining the children during their 'happy diggers' session where they potted plants for Christmas. As a result, parents express how they feel part of the nursery and feel more at ease talking to the practitioners and manager if they have any concerns or comments.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	307150
Local authority	Stockport
Inspection number	943943
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	97
Name of provider	Susan Knowles
Date of previous inspection	20/08/2009
Telephone number	0161 476 0767

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Type of provision

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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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