

Happy Tots Day Nursery

Arndene Park, Abbey Road, Barrow In Furness, LA13 9JY

Inspection date

Previous inspection date

28/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 quality of teaching is outstanding because all staff have an exceptional awareness of how young children learn and develop. They show a great deal of respect for the children and have high expectations of them. Children are, consequently, making excellent progress in their learning as they are encouraged to think for themselves, develop independence and make choices throughout the day.
- The inspirational and highly motivated managers and staff continually update their professional development by attending numerous training courses and implementing what they learn into their practice. Managers regularly monitor and evaluate the practice of all staff, which results in continual developments being made to an outstanding setting.
- Managers and staff place the utmost priority upon supporting children's physical, personal, social and emotional development extremely well. They are exceptionally caring, sensitive and skilled in helping children to form secure emotional attachments. This, in turn, nurtures children's self-esteem, confidence and overall well-being.
- Excellent safeguarding policies and procedures are well known and implemented by the staff who places the utmost importance on ensuring children are extremely safe and secure at all times.
- Excellent partnerships with parents and external agencies ensure that children's individual needs are well known and superbly supported.

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 observed activities in all of the nursery rooms and the outdoor play area.
- The inspector undertook a joint observation of an activity in the pre-school room with the manager.
- The inspector held meetings with the management team and spoke to members of staff and children during activities.
- The inspector looked at a sample of children's learning journey books, planning documentation and the system for monitoring children's progress.
- The inspector examined operational files, including, policies and procedures, staff suitability and recruitment documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection, as well as written comments in the parental questionnaires.

Inspector

Sandra Williams

Full report

Information about the setting

Happy Tots Day Nursery was registered in 1998 and registered again under new management in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a detached premises in its own grounds located on the outskirts of Barrow-in-Furness, Cumbria. It serves the local area and is accessible to all children. The nursery is organised into small group rooms on the ground and first floor. In addition, there is a large pre-school unit on the ground floor. The second floor of the building operates as the Out of School Club. There is also a soft playroom and a sensory room available to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 220 children in the early years age group on roll. The nursery provides funded early education for two- three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 29 members of childcare staff, of these, 24 hold appropriate early years qualifications at level 2 or 3. One member of staff is a qualified teacher. The nursery staff work very closely with the local authority early years advisors.

What the setting needs to do to improve further

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

- implement the plans to provide a covered area in the grounds of the nursery to enhance the children's already excellent learning opportunities in the outdoor environment, whatever the weather.

Inspection judgements

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

The quality of teaching is outstanding. The experienced and highly skilled staff have an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. They have very high expectations of themselves and the children. Staff have a superb understanding of how to support children of all ages to achieve the best they can in their learning and development. Children thoroughly enjoy their time spent with the enthusiastic and dedicated staff, who provide an excellent and imaginative range of high quality resources and activities, both inside and outside. Staff help children to settle easily and happily by gathering information about their interests and individual learning needs from the parents when they first start attending. From this information, they ensure that superb activities and learning opportunities are made available based on

the children's interests. Staff assess and identify children's starting points and ongoing developmental stages extremely well. They undertake regular observations and precise assessments of the children and use this information to plan for their individual next steps in their learning. Additionally, through the highly comprehensive completion of the progress check at age two years, any identified gaps or delay in children's development are identified and addressed through early intervention and support from the staff and other agencies to progress children's learning. Children who have special educational needs and/or disabilities and those who speak English as an additional language receive outstanding support at this nursery. Staff have highly successful methods of engaging parents in their children's learning when they first attend and thereafter on an ongoing basis. Parents provide photographs and written information about children's achievements at home to add to their learning journals. These are used to provide a complete picture of children's overall development. This joint approach supports the children extremely well to make very rapid and exceptional progress in their learning towards the early learning goals.

Staff have an excellent ability to engage and enthusiastically interact with children, which results in them being highly motivated and eager to learn. Children of all ages enjoy opportunities to take part in activities that cover all of their learning needs extremely well. Staff speak to children, engaging them in conversations and extending their language and vocabulary during activities. Children demonstrate excellent communication and language skills as staff ask them appropriately challenging questions to make them think and find out more. For example, during small group activities, staff encourage children to talk about the different jobs their parents have. The discussion leads onto talking about parents who are farmers. Children are asked if they know where milk comes from. Initially the response is 'the shop', but after further thought and guidance from staff, they reply 'from cows'. Children talk about dentists and through careful questioning, they learn why it is necessary to clean their teeth and what foods are good and bad for their teeth. Staff also teach children to develop excellent listening skills through playing games. For example, during dance sessions, children are encouraged to listen carefully to instructions, such as 'stop dancing when the music stops', 'clap hands', 'march and stamp your feet'. Throughout all of these activities, children clearly show their enjoyment in trying new experiences and they beam with delight when they receive regular praise for their efforts and achievements. This builds upon their confidence and they successfully develop a 'can do' attitude. Children enjoy selecting their favourite story books to read with the staff and become engrossed in stories. Staff skilfully support children's interest in literacy and language by sensitively using early phonics to help them to identify the letters in their names and helping them to spell out the letters and recognise the sounds. Staff ensure they are using consistent teaching methods with the local schools in phonics and letter formation, in order to fully support children in their learning when they make the transition to school. Staffs' excellent approach to guiding children's play without taking over, results in them developing high levels of creativity and maintaining focus on the activity for some time. This also prepares children extremely well for their next stage in their learning.

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

The nursery is vibrant, stimulating and welcoming. Staff are highly skilled and experienced in working with children and they sensitively support them to settle happily at nursery by using carefully planned introductions and settling-in sessions. All children have their own key persons who take great care to make sure they forge close working relationships and excellent communication with parents. Key persons have an extremely good understanding of all children's individual care needs and routines. All children form exceptionally close bonds with their key persons, which support their emotional well-being exceedingly well. As a result, children are settled and exceptionally happy in their care. Consequently, they are extremely confident, independent and self-assured individuals. Children of all ages very confidently explore the environment and happily make choices and decisions about their play from the extensive range of resources available to them. Staff have excellent procedures in place for supporting children in their transitions within the nursery. They visit the children regularly, so that they become familiar with them before they move rooms. Staff at the pre-school room ensure that children are emotionally well prepared when it is time for them to move onto school. Their smooth transitions to school are well supported due to the excellent relationships established between the staff and the local schools.

Children thrive because of the positive praise the staff offer to support their confidence and emotional well-being. Staff encourage positive behaviour by calmly explaining the importance of sharing and ensuring that all children develop skills in playing harmoniously with each other. Children are taught from an early age to recognise and begin to understand their emotions and those of others. They learn to keep themselves safe and effectively learn to take risks in a safe manner. For example, staff encourage children to develop skills in using items, such as scissors during craft activities and they are taught to be careful, so that they do not harm themselves or others. The nursery has achieved the 'Smile for Life' award, which demonstrates their commitment to promoting the importance of eating healthy food. Children enjoy nutritious meals, which are freshly prepared on the premises. Sometimes these include some of the vegetables, which the children grow in the garden. They also choose from a selection of fresh fruit and fruit smoothies at snack time. Children learn about looking after their health, for example, they help themselves to drinking water when they are hot and thirsty. They develop excellent self-care skills and are becoming competent in managing their personal needs relative to their ages. For example, children wash their hands before eating and many of them do this without being prompted by staff. The nursery is scrupulously clean. Exemplary hygiene practices are adhered to by all staff consistently. Antibacterial hand wash is available throughout the nursery for staff and visitors to use, in order to reduce the risk of infections. Children's physical health and development is promoted exceptionally well as staff provide them with excellent opportunities to access fresh air and exercise in the wonderful outdoor play area. Their outstanding opportunities to learn in the outdoor environment is being further enhanced by plans to add a covered area outside.

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

Leaders and managers are inspirational due to their strong drive and determination to maintain the already excellent standards of care and education provided for all children

who attend this nursery. The provider and managers are extremely enthusiastic and motivated in their work and they value their staff. This has a very positive impact upon the staff morale and attitudes towards maintaining exceptionally high standards of care and education for their key children. The provider, managers and staff have a superb understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The outstanding standard of teaching by all staff results in children being animated, highly motivated and enthusiastic learners. Consequently, all children are making excellent progress in their learning and development given their starting points. The managers meet with the staff regularly to discuss their key children's progress and to monitor the children's learning journals. They check that staff plan for children's next steps in their learning and that these are consistently followed through thoroughly. The managers also monitor the progress of groups of children, which effectively illustrates exactly what stage of development the children have reached. It also makes it very clear what areas of learning require more focus, in order to close any gaps in their learning. For example, many children are receiving excellent additional support to enhance their communication and language skills due to the input from the highly skilled staff and external agencies.

The provider, managers and staff have an outstanding knowledge of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have undertaken safeguarding training and have a thorough understanding of what to do should they have concerns about a child. The safeguarding policy includes procedures to be followed if there are allegations made against staff members and regarding the use of mobile telephones and social network sites. When appointing staff to work at the nursery, extremely robust vetting procedures are undertaken, including Disclosure and Barring Service checks on all staff to ensure that they are safe to work with young children. Prospective applicants are also required to spend supervised time with the children before a final decision is made to appoint them. This is to assess the quality of their interaction with children and their overall suitability. The provider and managers have extremely high standards and only appoint highly committed and motivated staff. Excellent induction systems are effective in ensuring all staff fully understand and implement the nursery policies and procedures. Rigorous monitoring of staff performance and conduct are given priority. Annual appraisals and regular staff supervisions and peer observations are undertaken to monitor the continued professional development and training needs of staff. Regular staff meetings and training effectively support staff well in their daily work with the children. Due to the vigilance and excellent care provided by the staff, children remain extremely safe and secure in the nursery and outdoor area. The managers ensure that the correct staff to child ratios are adhered to at all times. Great care is taken to ensure that staff are effectively deployed, so that children are always well supervised and have their individual needs met extremely well. Robust risk assessments and rigorous daily safety checks undertaken inside and outside minimise hazards, in order to reduce the risk of accidents to children. Thorough procedures for dealing with accidents are stringently followed. All staff are trained in paediatric first aid and are, therefore, prepared to deal with any accidents or medical emergencies promptly and effectively.

Partnerships between staff and parents are excellent. Parents' comments are extremely positive and include examples, such as 'all staff are happy, friendly, professional and do a superb job'. 'I feel completely confident leaving my baby at the nursery and I know she is

happy, content and well cared for'. 'The excitement on my child's face when he arrives at nursery is clear to see. This reaffirms our choice of nursery. I can't praise the staff enough'. Many parents' comment on how well their children are progressing and how involved they feel in their children's learning. The reception area has an abundance of useful information for parents to read. Parents also have opportunities to provide anonymous feedback by using the comments boxes. This ethos of openness and joint working is exceptionally strong, which greatly benefits the children who attend. Managers constantly and proactively seek the views of children and parents to contribute to their thorough evaluation and have a clear and well-targeted plan of action for future developments. An example of this is the recent review of the menus. Future developments also include plans to add a covered area to extend children's already excellent learning opportunities outdoors even further, whatever the weather. The manager and staff work closely with the local authority advisors and swiftly address any recommendations they make. All staff are extremely committed and determined to maintain the already very high standards in this outstanding nursery. Partnership working with external agencies and professionals, such as speech and language therapists, health visitors and staff based in the local schools is excellent. They are very welcome to visit the children at the nursery. This joint working is extremely effective in ensuring that children are receiving the best possible, consistent care and education.

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. 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	EY470000
Local authority	Cumbria
Inspection number	939453
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	137
Number of children on roll	220
Name of provider	Happy Tots Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	07725829832

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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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