

Happy Days Liskeard Integrated Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY277673
Inspection date	10 January 2008
Inspector	Julie Wright
Setting Address	Liskeard Junior School, Old Road, Liskeard, Cornwall, PL14 6HZ
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Registered person	Happy Days Day Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Liskeard Integrated Neighbourhood Nursery is one of 19 nurseries run by Happy Days Day Nurseries Limited. It opened in 2004 and operates from four rooms within a single storey purpose built building. It is situated in the grounds of Hillfort Primary School, previously known as Liskeard Junior School. The nursery is within walking distance of the town. All children share access to a fully enclosed outdoor play area. Children attend from a wide catchment area.

The nursery is open each weekday from 07.00 until 19.00 for 51 weeks of the year. There are currently 104 children on roll, aged from birth to eight years. Of these, 31 children receive funding for nursery education. The setting provides care for school aged children in the 'Pirates Club', which operates from a school class room or the nursery. The nursery currently supports children with learning difficulties and disabilities. There are 13 staff, 11 of whom hold appropriate early years qualifications. Two members of staff are working towards a Level 2 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Accident and medication details are maintained in order to promote the safety and welfare of the children. Their health is protected with sufficient staff holding a current first aid qualification. Corporate policies and procedures are in place regarding health and hygiene. Most procedures are appropriate, although there are inconsistencies in practice. For example, the hand washing facilities in the 'Tiddlers' room do not ensure that children are thoroughly protected from health risks. The nappy changing procedures prevent risk of cross-infection, although as children are changed in a main play area they do not promote dignity and respect. Staff encourage older children to develop independent skills in their personal care. However, they are not always conscientious about supervision in the bathroom. This sometimes limits the support to children's understanding of hygiene routines.

Children's individual dietary requirements are discussed with parents and met at the nursery. Menus are rotated and amended as required to suit the children's preferences. The setting provides a variety of balanced meals and snacks. The pre-school children develop awareness of how food helps them to grow. For example, they look at a 'skeleton' book, making links to calcium and bones. They also take part in cooking and baking activities, which promote discussions on the ingredients. These children also have opportunities to serve themselves food and to spread their crackers. However, independent skills are not consistently promoted by all adults in the setting.

Children have outdoor play opportunities on a rota basis. The setting is in the process of further developing the outside play area. Resources are used outdoors to promote areas of learning, such as children's knowledge and understanding of the world and creative development. When the weather restricts outdoor physical play some staff organise appropriate activities indoors. For instance, the older children enjoy action games and the toddlers have fun with the parachute. However, staff do not always respond to the needs of younger children for physical play opportunities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in warm and welcoming premises. The play areas are light, suitably ventilated and attractive to children. Bright displays and low level reflective surfaces promote children's interest. Staff create a pleasant atmosphere in the baby room with gentle back-ground music and mobiles placed in sight of younger children. Space is used generally well throughout the setting and the pre-school room is divided into defined play areas. Resources for children are age-appropriate and appropriately maintained. Toys and equipment are accessible and clearly labelled.

Policies and procedures are in place regarding safety and welfare for children. Risk assessments are completed and most potential hazards are minimised. Children do not have direct access to cleaning materials, however, staff are not always vigilant when using sprays to clean the tables. Planning includes topics which help children to learn about safety. For example, during 'People who help us' children have a visit from a police officer and a 'lollipop' person. They become aware of fire safety when they practise the evacuation procedure. The premises have a secure entry system and a record of visitors is maintained to promote safety.

Children's welfare is safeguarded as staff are aware of the procedures to protect children. They attend relevant training to ensure that their knowledge is up to date. Parents receive relevant information about the safeguarding policy.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are cared for in the nursery in four groups, babies, 'Tiddlers', toddlers and pre-school. There are clear transitional arrangements in place which help children to move from one group to another as they grow. Staff also provide an out of school club for children. Children benefit from the social opportunities and develop warm relationships. Staff plan activities for the under fives which link to the 'Birth to three matters framework' and the Foundation Stage curriculum. School children enjoy age-appropriate play, such as table games, and creative and constructive activities. Children are generally well occupied and stimulated in the setting, although support to children and activities can vary. Staff are deployed to meet ratios but not always to consistently meet children's needs. For instance, in the 'Tiddlers' room adults are often involved in a one to one activity, such as nappy changing, comforting a child or painting with individual children. At these times the rest of the group has less attention. Therefore, there are not always enough staff to extend interest and nurture these children in their activities.

Children benefit from the exploratory play opportunities and happily investigate treasure baskets. They take part in group activities such as singing, although adults do not always position themselves so that children can see them and copy the actions in the rhymes. Children become familiar with the daily routines and feel secure in the setting. Staff use symbols and pictures in the form of a 'time line'. This helps children to see what they have done and what is going to happen next. They have a balance of free play and more structured activities during the day. Toys and equipment are changed periodically by staff to promote interest. Children have some independent play opportunities as they move around the room and access toys from shelves. In the pre-school room children are asked individually what they would like to do and which area they would like to play in. Children develop confidence and are cooperative in their activities. Observation notes indicate children's stages of development and that they make progress.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff plan a suitable range of activities to promote the six areas of learning for children. Current topics link into various activities which helps to reinforce children's learning. Activities are reasonably well planned, although at times the benefits are limited due to the size of the group. For example, in a baking activity there are insufficient resources for the children to take a fully active part. Consistency of care is affected at times, such as staff breaks, as one adult leaves an activity and another takes over.

Pre-school children make observations and show interest in their play. They enjoy taking part in circle time and making contributions towards the topical discussion. Children are sociable and form positive relationships in the nursery. They readily separate from parents and carers and engage in play. Children develop confidence in their communication and language skills. They learn to concentrate as they listen to stories and complete table games. Staff promote early literacy skills and children recognise simple signs, begin to copy letters and understand that print has meaning. Letters and numbers are displayed around the play area and children have access to a variety of writing materials. Children enjoy 'sound' games and identify everyday noises, such as from machines in their homes.

Mathematical development is promoted in various activities, for instance, children weigh and measure when baking. They talk about capacity as they fill and pour from utensils in sand and water play. Children count in songs and stories, ordering numbers in sequence. Staff encourage them to make simple calculations in everyday situations and to solve practical problems. Children show awareness of shapes and patterns in their activities, for example, when they complete jigsaws or recognise stripes and spots in pictures.

Children develop their knowledge and understanding of the world throughout the sessions. When they play outside they have resources which promote exploration. For instance, children search for and collect insects to examine. They learn about animals, nature and the seasons. Children enjoy nature walks, collecting leaves and making prints from bark rubbing. They plant herbs, bulbs and flowers and see how things grow. Children show keen interest in the computer. They understand how to move the cursor with the mouse and how to change the pictures on the screen. Children learn about everyday technology and show awareness of how things work. Themes and topics help children become aware of the wider community, for example, visitors come to the nursery and children go on occasional outings.

Physical skills and coordination develop as children play. The setting has outdoor play equipment and staff organise games. Children enjoy using their imaginations and limbs as they move around the room pretending to be robots. They contribute to the suggestions as to which other movements they can make. Children join in with enthusiasm when they practise different skills. They develop hand to eye coordination as they use a range of tools and equipment, for example, threading laces, scissors and small pegs in picture boards.

Children participate in various organised creative activities. They also benefit from spontaneous play with access to a variety of materials. For instance, they choose to play in the sand, water or with play dough. They show individual creativity as they play in the imaginative area, for example, they confidently select resources as they pretend to cook in the home corner. Children enjoy music and movement sessions, responding to familiar songs and using musical instruments. Overall, children make sound progress towards the early learning goals, given their capability and starting points.

Helping children make a positive contribution

The provision is satisfactory.

A suitable equal opportunities policy is in place to promote inclusion and positive attitudes. Children develop awareness of similarity and difference in people and places. Resources reflect positive images of diversity and planning includes various annual events. The setting provides well planned and individual support to children with learning difficulties and disabilities. All children become aware of signing as a form of communication, for example, in songs and in recognising the first letter of a name. Staff liaise closely with parents and relevant persons in the interest of the children. The key worker system is effective in this area, promoting security and consistency. Children's spiritual, moral, social and cultural development is fostered in the setting.

Children respond well to staff as they learn appropriate boundaries and to follow instructions. Older children develop a sense of responsibility as they help to tidy up and to take care of things. They know about the 'Golden Rules', which encourage them to be helpful, polite, respectful and kind. They enjoy being a 'special helper' and develop self-esteem in daily tasks. Children's achievements are celebrated and a record made in the 'Smile File'.

Partnership with parents and carers is satisfactory. There are suitable procedures in place to record children's requirements, which are discussed with parents. The 'Getting to know you' form identifies children's personal routines and parents' requests. However, staff do not always have regard for this following a placement. For example, not all are clearly aware of when children should have a comforter or the required frequency of drinks. Parents receive details of policies, procedures and children's activities. Regular newsletters advise parents of forthcoming events and suggest ideas to extend learning at home. Parents are further involved in children's learning through the library service at the setting. Children are also encouraged to bring items from home for 'show and tell' time. The nursery holds two parents' evenings each year and other social events. Parents are aware that staff keep observation and assessment records on children, although they do not have on-going opportunities to contribute to these. Staff seek parents' views on the provision in discussion and with a questionnaire. At inspection parents provide positive feedback on the setting and value the care given.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. Staff plan suitable programmes of activities which promote children's progress in their overall development. There are systems in place to monitor and evaluate the effectiveness of the provision. Training needs and areas of development are clearly identified to promote continuous improvements in the setting. Sufficient staff are employed and there are effective contingency plans to cover absences. Ratios are maintained throughout the nursery which employs supply staff and also supports students. However, at times there are not enough key staff to consistently ensure that the needs of younger children are effectively met.

Vetting and recruitment procedures are secure and ensure that children are cared for by suitable persons. A comprehensive policy file is provided for staff and students during their induction at the nursery. The majority of records are accessible and maintained in suitable order, which contributes towards the health, safety and welfare of children. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that all adults are involved in emergency evacuation of the building. Also, to ensure that all adults involved in the care of children are fully aware of their responsibilities around child protection issues. Since then the evacuation procedures have been reviewed to ensure that all persons leave the building. The training and induction procedures promote awareness of responsibilities regarding safeguarding issues. These actions result in improvements to the safety and welfare of children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the organisation and deployment of staff to ensure consistent care and effectively meet the needs of all children (also applies to education)
- improve the hand washing procedures in the 'Tiddlers' group to ensure good hygiene practice
- ensure that information provided by parents is accessible and valued by staff to securely meet the individual needs of children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for parents to contribute to the children's on-going observation and assessment records (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk