



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY277674

DfES Number: 545315

INSPECTION DETAILS

Inspection Date 14/10/2004
Inspector Name Janet Butlin

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St Austell Integrated Neighbourhood Nursery
Setting Address Burrows Centre
Lamellyn Road
Par
Cornwall
PL24 2DD

REGISTERED PROVIDER DETAILS

Name Happy Days Day Nurseries Ltd

ORGANISATION DETAILS

Name Happy Days Day Nurseries Ltd
Address Hylton
Lanvean, St. Mawgan
Newquay
Cornwall
TR8 4EY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Registered in 2003, St Austell Integrated Neighbourhood Nursery is also known as Happy Days - Burrows Centre, and operates from a self contained unit within a community centre in the St. Blazey area near Par in Cornwall. The setting has sole use of enclosed play-space. The nursery is managed by Happy Days Nurseries Ltd and is registered to provide care for up to 54 children up to the age of eight years from 07.00 to 19.00 Mondays to Saturdays throughout the year. Overnight care is not provided. There are currently 54 children enrolled, one of whom is three-years-old and in receipt of funding. There are no funded children who are four-years-old. The nursery has no children attending who have special educational needs or English as an additional language. A staff of seven support the provision, five of whom are qualified to the equivalent of NVQ 3, one to level two and one member of staff is undertaking an Early Years degree. The nursery receive the ongoing support of the Cornwall Early Years Development and Childcare Partnership.

How good is the Day Care?

St Austell Integrated Neighbourhood Nursery, also known as Happy Days - Burrows, provides good quality care for children. They offer a welcoming environment where children are eager and happy to learn and are sensitively cared for. The children have warm and trusting relationships with staff who work well as a team. The organisation of care is good and ensuring that Ofsted are kept promptly informed of staff transferring from other parts of the chain is an area to improve. The premises are welcoming, well organised for play and a very good range of toys and equipment is available and set out ready for children to access as soon as they arrive. Good support is given to ensure children enjoy their time in the group. The outdoor environment is fenced and secure and well equipped for play. Good consideration is given to issues of safety, including the use of closed circuit cameras and risk assessments which are regularly undertaken on the premises and include the outside area and any outings. Fire drills are practised frequently although the recorded information about the drill requires more helpful detail. A record is kept of visitors to setting. All documentation is in place. Hygiene is good and thoughtful

regard is given to the preparation and presentation of nutritious food. The group has a good awareness of caring for children with special needs and has a very secure awareness of child protection and equality of opportunity. Children's behaviour is managed very well. There is a very good partnership with parents. The group ensures that there are opportunities to talk to, and communicate with, parents and to share information about children's activities and achievements.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A very good range of activities is provided which are stimulating, interesting and that will support children's development and learning.
- A bright and welcoming environment is created which is well organised for care and play.
- Good use is made of stimulating and inspiring materials, both natural and made, and children are able to access these and explore them freely.
- Strong emphasis is given to ensuring that meals are healthy and nutritious and are presented as part of a positive social experience.

An aspect of outstanding practice:

Children and staff have warm relationships with each other. Staff show genuine affection and interest toward the children, they interact thoughtfully, are sensitive to and anticipate their needs and use observations effectively to help them progress across all ages and stages of development.

What needs to be improved?

- the information recorded about the fire drill with particular regard to how long it took
- informing Ofsted promptly of staff transfers and changes.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Ensure that Ofsted is promptly informed of staff transfers and persons regularly on the premises.
6	Develop the recording of the fire drills to include timings.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Happy Days Burrows Nursery provides high quality nursery education and children are making very good progress towards the early learning goals in all six areas of the curriculum.

The quality of teaching is very good. Staff have a clear understanding of the early learning goals and plan interesting and challenging activities to promote children's progress. They regularly observe and assess children's achievements and use this information effectively to plan activities that build on what children already know and can do. There is a good balance between child-initiated and adult-led activities and staff interact well with children to support and extend their learning. They have correctly identified that children's choices could be extended further by developing the use of the outdoor area.

Leadership and management are very good. The nursery manager and operational team provide good guidance and practical support for staff. The planning and assessment systems are used effectively to monitor the quality of the nursery education programme. All staff have a strong commitment to improvement and there are clear plans in place to demonstrate how the nursery plans to develop its provision. Staff access appropriate training and respond promptly to suggestions for improvement, for example, following a visit from the Foundation Stage Advisory Teacher.

There is a very good partnership with parents. They are well-informed about the activities of the group and how they support their children's learning. They value the regular opportunities for informal discussion and are looking forward to their first Parents' Evening, to look more closely at their children's developmental records. They are encouraged to participate in their children's learning in a variety of ways, for example the plans include suggestions on how to extend activities at home and parents are invited to share their talents by helping out at nursery sessions.

What is being done well?

- Children are offered a wide range of well-planned activities that are supported effectively by staff to promote their individual learning in all six areas of the curriculum.
- Observation and assessment systems are used effectively to track children's progress and plan their next steps for learning.
- Staff have a strong commitment to improvement and respond swiftly to suggestions to develop their practice.
- Strong leadership and management is provided by the nursery manager and operational team who give staff good practical support, guidance and access to relevant training.

What needs to be improved?

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| <ul style="list-style-type: none">● use of the outdoor area to extend children's choices and provide additional learning activities. |
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What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children participate enthusiastically in activities and are developing good independence as they are supported well in choosing and using resources freely. They are beginning to develop an awareness of group rules, for example reminding each other to wear aprons for painting. They are developing good self-esteem and proudly share their artwork with staff and peers. They settle well and express their feelings confidently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to talk about what they are doing and sometimes recall past events. They can describe their activities and spontaneously pretend imaginary situations, for example, talking on the telephone. They enjoy sharing books, listening to and telling stories. They have good opportunities to practise writing for different purposes and often ascribe meanings to the marks they make. More able children are developing good pencil control by, for example, tracing or joining dots.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enthusiastically access a range of resources that help them to develop an awareness of a range of mathematical concepts. They can sort, measure, weigh and compare different objects. They are learning to count and sometimes recognise small groups of numbers without counting them, for example, picking up two sequins. They are becoming familiar with numerals that are clearly displayed around the room and are learning appropriate language to develop skills such as adding one more.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children participate in a range of themed activities and access a wide range of resources that enable them to explore and investigate natural and made materials. They are curious learners, for example showing an interest in how balls travel through a plastic maze and why objects float or sink in the water tray. They demonstrate good awareness of the uses of technology and are developing basic computer skills. Familiar routines are helping them develop an awareness of the passage of time.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities to develop large and small muscle skills. They regularly take part in physical exercise outdoors and are learning specific skills such as throwing, catching, climbing and balancing using a range of equipment. They handle a good variety of resources to develop hand-eye co-ordination and dexterity and use tools such as hammers, nails, scissors and writing materials with increasing safety and control.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are encouraged to access a wide range of materials and use them to express themselves freely. They create imaginative artwork in two and three-dimensions using paint, collage, natural and malleable materials. They enjoy singing and exploring sound and rhythm with musical instruments. They enthusiastically engage in role-play and use well-presented resources to imitate real-life situations and to develop imaginative stories.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- develop use of the outdoor area to offer activities that support children's learning in different areas of the curriculum and enable children to make independent choices to play outdoors.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.