

# Happy Days Liskeard Integrated Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY277673
<b>Inspection date</b>	02/12/2010
<b>Inspector</b>	Mike Bartleman
<b>Setting address</b>	Hillfort Primary School, Old Road, LISKEARD, Cornwall, PL14 6HZ
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Liskeard Integrated Neighbourhood Nursery is one of 17 nurseries run by Happy Days Day Nurseries Limited. It opened in 2004 and operates from four rooms within a single storey purpose built building, which is accessible via a ramped walkway. It is situated in the grounds of Hillfort Primary School and 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 7.30am until 6pm for 51 weeks of the year. It is registered to receive up to 57 children from birth to eight years. There are currently 86 children on roll who are in the early years age range. Some of these children receive funding for nursery education. The nursery provides care for school aged children in the 'Pirates Club', which is open before and after school hours. Children with special educational needs and disabilities, and English as an additional language, are currently supported.

The nursery has 13 staff, all of whom hold appropriate early years qualifications. The manager and another member of staff have a BA (Hons) in Childhood Studies; seven members of staff are qualified to National Vocational Qualification (NVQ) level 3, and two are qualified to NVQ Level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in this well managed nursery which promotes children's welfare with success, ensuring that they are safe and secure. Children are interested and engaged in the generally well planned activities, so that the majority of children are making at least good progress. There is a friendly and effective partnership with parents. Overall, inclusion is effectively promoted. The management team make full use of self-evaluation to identify key strengths and areas for development, and the setting is well placed to make further improvements.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the outdoor environment to offer opportunities in all weathers that promote and support all areas of children's learning
- consider further ways of promoting equality and diversity within the setting, particularly by monitoring that boys and girls have equal access to computer resources.

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

Children's health, safety and welfare are promoted well. All the required policies are in place and are well known by staff, who demonstrate good awareness of safeguarding issues to protect children from harm. Systems for recruitment and induction are robust. Highly effective links with other agencies provide good support for children especially those with identified special needs. Parents praise the friendly and welcoming staff and value the daily communication with them. Parents are well informed about their child's progress through parent and information evenings and the very effective learning journals.

The friendly, committed staff team work well together and they value the children as individuals in this inclusive setting. Systems for self-evaluation are inclusive of the whole management team, meaning there is drive and ambition to secure further improvements. The manager communicates key priorities well, as is shown by the progress made since her appointment. Rigorous and extensive monitoring, supported by external agencies, has ensured that development of the setting has been maximised. Good progress has been made from the last inspection to promote outcomes for children. The deployment of staff within each room has significantly improved, ensuring each room is well staffed and children are well supported. Regular parent questionnaires and newsletters enable parents to provide feedback to the management and to be kept informed.

Staff have good knowledge of the Early Years Foundation Stage framework and use observations and assessment to plan appropriate daily activities. Staff are animated and they purposefully facilitate children's play. They have very good knowledge of each child's background and needs. Support and progress for children with special educational needs and/or disabilities is excellent, with regular reviews and individual plans in place to ensure development. Children are extremely well supported and nurtured within the setting.

Most children play in spacious, homely base rooms. The rooms are well organised and benefit from an abundant range of toys and equipment to provide stimulating experiences for children. Resources are displayed in low-level units with labelled boxes encouraging older children's independence and ability to make choices. Occasionally boys dominate the use of computers which prevents equal access for girls. Resources in the toddler room are at child-height to enable the younger children to see what is available and to make informed choices. Welfare requirements are fully met within each age group, with good consideration given when children transfer between rooms. Risk assessments for indoor and outdoor areas are routinely completed alongside assessments for occasional walks and visits to the local library ensuring children play in a safe, secure environment.

## **The quality and standards of the early years provision and outcomes for children**

Children know their key person well because staff tend to their individual care needs effectively throughout the day. This helps the children to feel safe and secure. Good focus is given to promoting children's sense of belonging and nurturing their well-being. Babies respond to comfort and cuddles from staff to help them settle and feel secure. Many children benefit from enthusiastic staff who actively and confidently interact during play to provide purposeful support. As a result, children are happy and engaged and build good relationships with peers and adults. Meal times are well organised with maximum interaction from staff to support children's language and enjoyment of food. Children benefit from a suitable range of nutritious, well-balanced meals and easy access to regular drinks. Sensitive explanations and direction from staff ensure children learn to keep themselves safe and behave in ways that are safe for themselves and others.

All children are engaged, busy and making good progress in their learning and development. Throughout the nursery, staff plan for their key children's individual needs based on observations and assessments of previous activities. The weekly planning is effective in all rooms, meaning children experience a wide range of experiences that challenge their learning and promote the next steps in their learning. Whilst children have fun exploring in the spacious outdoor area, the planning for children's learning outdoors is less strong, and does not cover all the areas of learning. Staff complete on-going observation notes for each child which are recorded in the very detailed and informative learning journals. Consequently, knowledge of where children are at in their learning is very secure. Children are well behaved and demonstrate their clear understanding of the rules and boundaries.

Pre-school children gain good awareness of numbers, shapes, letters and their phonetic sounds through well planned activities, daily routines and displays around the room. Children confidently count the numbers of children present beyond 10 and effective questioning from staff, such as 'Who can tell me the day today?', 'Who can tell me what tomorrow will be?' extends children's understanding of mathematical language. Staff skilfully introduce letters of the alphabet and their sounds during circle time and games. Children confidently name the animals used in the game, emphasising the letter sounds as modelled by the staff. This is further extended by reading stories and group singing sessions. Children are encouraged to practise their emergent writing skills in a well planned writing area. These skills prepare them well for the next steps in learning at school.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met