

# St Austell Integrated Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY277674
<b>Inspection date</b>	29/03/2012
<b>Inspector</b>	Jayne Pascoe
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<b>Type of setting</b>	Childcare - Non-Domestic

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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

Happy Days Nursery has been registered since 2003. It operates from a self-contained unit within the Burrows Centre in the St. Blazey area of Par, Cornwall. The community centre also provides various training and support groups for parents and carers. The nursery has sole use of a secure enclosed outdoor play area. The setting is open from 8am to 6pm each weekday throughout the year. The nursery is registered to provide care for up to 54 children from birth to eight years, all of whom may be in the early years age group. There are currently 60 children on roll in the early years age group. Of these, 25 are in receipt of funding for nursery education, of which nine are funded two year olds. The nursery supports children with special educational needs and/or disabilities and English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A team of 11 staff are permanently employed to work with the children, all of whom are appropriately qualified. One member of staff has completed a degree in Early Years and another is currently working towards a foundation degree. Staff receive regular training and development support from their organisation, in addition to external training from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a very good knowledge and understanding of the learning and development and welfare requirements. They liaise effectively with other early years agencies. Exceptionally positive partnerships with parents are a key strength of the setting. This ensures that staff meet children's unique needs well. Overall, the nursery provides a very welcoming and generally well-equipped environment. Children make good levels of progress, as learning experiences provided are well planned and based upon thorough and accurate observations and assessment. The staff team demonstrate a good capacity to improve. Staff use systems for self-evaluation effectively to identify appropriate areas for future development.

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

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

- plan to further enhance the environment so that it is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures
- encourage babies to gradually share control of food and drink, for example through the provision of individual plates, which will provide opportunities for sensory learning and increased independence.

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

The nursery is highly successful in their promotion of children's safety. Extremely robust procedures are in place to safeguard children, including vetting procedures for all the adults who work with the children. There is a comprehensive awareness of safeguarding issues among the adults within the setting and the designated safeguarding officer is highly competent in her role. The setting's collaborative working with safeguarding agencies is exemplary. Comprehensive policies and procedures are followed which consistently and robustly ensure any concerns are prioritised and dealt with effectively. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff. The nursery has developed an effective system for written risk assessment, which staff implement successfully to maintain children's safety and security at all times. Children display an excellent awareness of safety issues. They recognise and understand how to keep themselves safe. Staff successfully reinforce good health and hygiene procedures through effective daily routines.

Leaders and managers consistently communicate high expectations to staff about securing improvement. Staff are well qualified and appropriately experienced. They demonstrate a high level of commitment to ongoing professional development. Self-evaluation involves all staff and provides an accurate diagnosis of the strengths and weaknesses of the provision. Actions taken by the setting are well chosen and carefully planned. Staff are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. For example, they plan to continue to develop the recently reorganised outdoor play area and have secured funding with which to extend the range of resources to support children with English as an additional language. The nursery environment is calm, welcoming, enabling and conducive to learning. Free-flow to the outdoor learning environment is actively encouraged. Overall, resources are of a high quality, freely accessible and support children's learning and development well. However, visual aids and prompts are limited and at snack time staff serve fruit to babies on the tabletop, rather than a plate.

Staff promote equality and diversity well as they are not afraid to challenge discriminatory practice. A good range of resources enables children to develop a positive understanding about the range of people in the local community and the wider world. Because of good opportunities to explore different cultures, beliefs and abilities, children are developing a positive awareness and respect of people's differences. Excellent partnerships with parents and carers are in place. Parents are keen to express their high levels of satisfaction at the standards of care and education provided. They feel very well informed about all aspects of their child's achievement, well-being and development. The setting provides highly inclusive systems of communication such as regular newsletters, information boards, daily discussion and open days. Children's assessment records contain good levels of information to celebrate their achievements, identify appropriate areas for future progress and inform future planning. A key person system provides a consistent link for parents ensuring that they are able to maintain strong levels of

engagement with the nursery. Because of this effective information sharing, the setting is successful in their ability to be fully inclusive in their practice.

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

Children are happy, well cared for and content in the care of attentive nursery staff, who meet their unique needs well. Designated rooms for the range of children attending are generally very well resourced. Babies move freely within a safe and secure environment. The removal of shoes ensures that floors are clean and hygienic. A good range of enjoyable and interesting toys, books and equipment are freely accessible and there are some low wall displays of children's artwork. However, although there are a couple of photographs at this level, the majority of the babies' photographs are at adult height. Toddlers and pre-school children benefit from rooms that lead directly into outdoor play areas. They spend considerable amounts of time outdoors engaging in self-initiated play with favourite toys and resources. Their photographs are displayed at child height, successfully promoting a strong sense of belonging. Prominently displayed 'Wow' statements in all rooms, reflect the strong emphasis placed upon children's individual achievements. However, following the recent redecoration of the premises, there are very few signs, symbols, words and pictures to support children's learning.

Children benefit from good opportunities to enjoy and achieve. Adults are skilful in their ability to challenge children appropriately in their chosen play. Children are developing good communication skills through plenty of ongoing discussion, use of facial expression and body language. They also have access to a good selection of enjoyable books and interesting resources for mark making. They successfully cooperate and negotiate to problem-solve, for example to establish the rules for a game of 'bat and ball', when taking turns on the computer and whilst constructing the train track. Children are successfully developing their future skills. They are well behaved, polite, kind and helpful. They follow the good examples set by staff and as a result, they are beginning to show a respect for their environment, take responsibility for their surroundings and show empathy for others. Children benefit from regular visits to places of interest in the local community such as the park, library and school. They are learning how to manage and maintain their own safety and that of others whilst out walking and playing in the park. They feel safe and secure in the care of vigilant and attentive staff, who show a very high level of concern for their well-being. Children regularly practice fire drills in order to increase their confidence and familiarity with the emergency evacuation procedures. They make a positive contribution through fund raising events for good causes such as the local children's hospice. Children are also developing a positive awareness of the wider world through planned activities to explore diversity and to celebrate the cultural differences of the children attending.

Children are currently planting and growing flowers, fruit and vegetables. They spend a good amount of time outdoors in the fresh air, developing their physical skills, exploring and investigating. The nursery offers freshly prepared snacks and

meals, which are healthy, nutritious and provided in sufficient quantities for children's individual needs. Children enjoy the social aspect of eating together, but can also access food and drink at other times, as and when they are hungry or thirsty. Children follow effective health and hygiene procedures as part of the daily routine. As a result, they have a good awareness of the impact of this on their overall growth and development. Children of all ages are highly creative and imaginative in their play. They initiate role-play with their friends, make colourful patterned pictures with chalk and paint freely with water on the outdoor walls. Overall, children and babies are making good levels of progress in the learning and development.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	1

### 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	1
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