

Happy Days Club and Nursery School Ltd

Jubilee Walk, HOLMES CHAPEL, Cheshire, CW4 7FN

Inspection date	10/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children develop close, secure bonds with all members of staff. Children's emotional development is fostered well and as a consequence children develop the confidence to try new things in their play.
- The learning environment is well-resourced and welcoming, which contributes to children's good progress in their learning and development.
- Staff are passionate about their work and strive to do their best for the children. Leadership is effective and a well-established self-evaluation process is in place which takes into account the views of children, staff and parents.
- All staff are knowledgeable about the procedures to follow if they have a concern about the welfare of a child in their care.

It is not yet outstanding because

- There is room to enhance some activities during child-led time by re-shaping and providing even more challenge so that it maintains children's highest level of interest in the activity.

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 playrooms and the outside area.
- The inspector spoke with staff, parents and carried out a joint observation with the manager and held meetings with the manager at appropriate times during the day.
- The inspector looked at a range of children's assessment records, checked evidence of suitability and qualifications of staff and sampled other records.

Inspector

Vicky Orlando

Full report

Information about the setting

Happy Days Club and Nursery School Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned by the same provider. It is situated in Holmes Chapel Primary School grounds, in Holmes Chapel, Cheshire East and is privately owned. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs 10 members of childcare staff. Nine hold appropriate early years qualifications at level 2 and above. The setting opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 32 children attending who are in the early years age group. The setting 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.

What the setting needs to do to improve further

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

- extend current very good practice to all staff so that they fully enhance children's learning to the very highest level and are able to re-shape activities that promote the characteristics of effective learning and critical thinking at every opportunity.

Inspection judgements

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

All staff have a secure understanding of the Early Years Foundation Stage and know how to provide a broad range of experiences for children. Children are engaged at all times, in adult-led activities. They thoroughly enjoy the involvement of the staff playing with them and are eager to answer questions and join in discussion about what they are doing. Children are developing skills of critical thinking with most staff. However, there is room to further enhance the level of challenge in some child-led activities in order to maintain their interest at the highest levels and ensure that all staff are aware of when to intervene and re-shape a task. This will further extend children's ideas and enhance children's learning to the highest levels. Children enjoy a calm, welcoming and well resourced learning environment. The setting fosters children's enjoyment of the outdoors. Children in the 'Stars and Sunbeams' room relish in a variety of activities, which include digging in the sand pit with a variety of tools and shovels. A group of children enjoy sitting on top of the bridge that is covered in soft bark and looking at a variety of natural, musical instruments with a member of staff. They use words, such as 'soft', to describe the noises they make.

A group of children like to sit under the sheltered area outdoors where they look at books and make dens. Children can practise more complex physical skills, such as climbing on the large purpose built 'stone'. The grooves and bumps in the stone allow children to manoeuvre and climb and to develop new skills take risks in their play. The bridge has a tunnel underneath that children enjoy crawling under and climbing over. Some children choose large pieces of material to enhance their play and pretend the bridge is a bed. Younger children in the 'Twinkles' room enjoy a variety of trikes, floor puzzles and a climbing frame. A child develops skills of balance walking along the rope bridge and children underneath tell a member of staff 'Here comes a monster'. Members of staff listen perceptively to children and respond to their conversations and interests. The member of staff gently reminds the children to invite the little boy to sit with them in their 'house'. Children are given time and space to develop their imagination. The educational programme does provide children with a breadth and depth of opportunities across the areas of learning. Staff are able to promote skills of mathematics and literacy with the vets role play. A group of children thoroughly enjoy 'injecting' the stuffed toys with 'medicine' and they 'write' down on paper what has been administered. The member of staff skilfully questions the children by asking 'how many pennies do I need to give you now?' A till is added to the activity to enhance the children's ideas and knowledge of number even further.

Practice is based on a secure knowledge of the Early Years Foundation Stage. Key persons know their children very well and use a variety of strategies in order to find out children's likes and interests, such as observing children, communicating with parents and observing how children use toys and objects so that they can plan effectively. As a result, children make good progress in their learning and gain a wide range of skills to support their future learning. The quality of teaching is strong and at times displays elements of outstanding practice as a result of a well-established and experienced team. Staff that are younger in service are able to develop their skills even further to promote children's learning to the very highest levels. An experienced member of the team carries out a vegetable printing activity to reinforce the letter of the week, 'v'. Children are skilfully questioned about the vegetables and this leads to discussions about where food comes from, their shape and colour and how they change when cooked. Staff make regular observations of children and record this in detailed 'learning journey' files. Photographs are used well to illustrate children's progress. Planning for children's next steps in learning are thorough and supported by the Early Years Outcomes guidance. Information about children's starting points is obtained from the child's family on entry and staff make every effort to communicate daily with parents. They also provide a weekly newsletter which indicates the learning that has taken place and offers tips to encourage children's learning further at home.

Staff effectively support children who are learning English as an additional language. They obtain words and phrases in their home language so that children can use, see and hear it at the nursery. This helps children to feel valued as they learn English as well as supporting their home language. In addition, children who have any special educational needs and/or disabilities are very well supported. Staff have established links with outside agencies to ensure children's needs are met well. In difficult situations, where outside support is not always available, the team are skilled at personally tailoring learning experiences for children and carefully look and listen to children's play and reactions. This

enables them to carefully structure a learning programme that effectively meets individual needs and in turn, children feel secure and develop very close bonds with their key persons. The nursery is active in working with and encouraging parental involvement in children's learning. They are issued with a nursery book bag and take books to share with family at home. Newsletters and the partnership with parents' books are filled in by staff regularly and parents can read about children's progress as well as adding information or achievements made at home.

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

Children who are new to the nursery enjoy close interactions from staff and lots of reassurance. The key person system is well-embedded, which ensures children feel secure and settle quickly. New children are visited at home and at a local park, which establishes the relationship with children's key persons and familiarity when they begin nursery. Staff are flexible to work alongside the wishes of parent's during the settling-in period and fully respect the wishes and needs of parents. Children are secure with all staff and approach them with any concerns. Staff reassure younger children and engage them in interesting conversation when a child appears upset. Children's emotional development is fostered well. Parents spoken to on the day highly value the support of management and key person's in addressing the needs of families. Children are actively encouraged to develop skills of independence at snack times. They enjoy serving themselves pieces of fruit and yogurt and pouring drinks. There are many opportunities to develop self-care skills and staff give gentle reminders of the importance of keeping healthy. Children are able to assess risks through exciting outdoor equipment and staff supervise children well at all times. Children feel safe and in turn, they are developing the confidence to try new things in their play.

Children are emotionally prepared for the next stage in their learning. The nursery is on the grounds of a primary school and has established close networks with staff. The reception teacher spends time at the nursery observing children at play and sharing knowledge with key persons. Many children visit the nursery children during their break times and the majority of children attend the nursery's after school club. This provides reassurance to younger siblings of the school children. Staff organise activities geared to school life in the summer term, where children may bring in their new uniform. They practise getting dressed in it and dressed into their new physical education kit. Children see the move to school as an exciting next step as staff have worked hard to ensure their transition is smooth and they keep other professionals very well informed of children's learning and development. Staff also work hard to ensure any children who move onto settings outside the catchment area are also well-informed and fully encourage visits to the nursery so that staff can establish relationships with children.

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

The nursery is effectively led by the manager. She has an excellent understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Safeguarding requirements are fully understood by all staff and refreshed regularly. As a result, all staff are fully secure in their knowledge of safeguarding issues and the procedures to follow if they are concerned about child's welfare. A strong focus on safeguarding ensures a secure recruitment of staff and policies and procedures are embedded and implemented consistently by all staff to ensure children's safety.

The manager and staff work closely in a supportive, well-established team. They all share a desire to provide high quality care. Staff have embraced the move to a new building and the opportunities it brings being on the same grounds as the primary school. They extend children's learning of outdoors by taking them to the school 'forest' where they build dens and drink hot chocolate. They are utilising school land to begin a growing and planting area and plan to establish a 'bug hotel'. Opportunities are seized by staff to further extend children's experiences and opportunities. The manager strives for improvement and this is demonstrated in a clear, detailed self-evaluation and improvement plan that involves all staff and takes into consideration the views of parents and staff. Feedback from questionnaires issued to parents and children are carefully considered and improvements are made with these in mind. The manager has a strong focus on professional development and actively encourages staff to develop their knowledge and understanding through a variety of training that enables the team to continually update and discover new information which informs their practice and planning of quality experiences for children. Monitoring of staff practice is consistent, as the manager spends time with the staff and children during the day. Individual meetings with the manager, as well as team meetings occur regularly to ensure good practice is shared and discussed. Staff who are younger in service are able to develop their knowledge by working with staff who are strong in their practice.

Partnerships with parents are established on entry. Staff highly value the involvement of parents to inform staff on entry of information that promotes effective planning that help children to settle. The manager develops good relationships with parents and staff aim to speak to parents on a daily basis, as well as providing regular, written information parents can read at home. Staff adopt a fully inclusive approach to all children. For example, 'share time' allows children to show and talk about an item, or children may choose to share news. This flexible approach allows all children to feel valued in the nursery. The strong day to day management of the nursery and good use of supervision, monitoring and training results in a motivated and happy team that is enthusiastic about children's learning.

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	EY465817
Local authority	Cheshire East
Inspection number	934962
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	44
Name of provider	Happy Days Club & Nursery School Limited
Date of previous inspection	not applicable
Telephone number	07796 691671

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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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