



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Happy Days Day Nursery
Building 111
Milford Marina
Milford Haven
Pembrokeshire
SA73 3AF**

Date of inspection: 31 January 2012

by

Dorothy Morris

for

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Queen's Printer and Controller of HMSO 2012: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Context

Happy Days Day Nursery is located in the town of Milford Haven in Pembrokeshire. It was established in 1999 and serves the town itself and the surrounding areas. The area includes more economically advantaged and socially deprived areas. Milford Haven itself is a designated community first town.

The setting is accommodated in a bright, well maintained building with a good range of facilities. It is open Monday to Friday between 8 a.m. and 6 p.m. for 52 weeks per year. The range of provision also includes a breakfast club, holiday care and after school club. At present, all the children are from English speaking homes and there are no children from minority ethnic backgrounds. The setting admits children with additional learning needs and appropriate support arrangements are in place. During the inspection, two children were in receipt of Welsh Government funding for three year olds.

The setting is managed by the proprietors and a full time manager. There is also a deputy nursery manager, three team leaders and childcare assistants. The practitioners who work with the children hold relevant qualifications in the education and care of young children.

The setting operates as a member of Pembrokeshire Early Years Development and Childcare Partnership. It was last inspected by Estyn in October 2005 and by the Care and Social Service Inspectorate for Wales in August 2011. The setting has achieved the Wales Pre-school Playgroup Association Quality Assured standard and a Nursery Management Today National Award. It has also achieved Phase 4 of the Pembrokeshire Health Promoting Pre-School scheme.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

The setting's current performance is good because:

- the setting offers all children a happy, caring and supportive environment;
- children enjoy their learning;
- children are offered a wide range of interesting learning experiences;
- the teaching is good overall;
- there is a very good relationship between the children and the practitioners;
and
- the setting is very well led and managed.

Prospects for improvement

The setting has good prospects for improvement because:

- strong leadership offers the setting clear direction and purpose;
- all the practitioners work effectively as a team;
- there is a shared commitment to children's development and wellbeing;
- there are well established processes to evaluate provision and implement improvements; and
- effective partnerships contribute productively to the quality of provision.

Recommendations

In order to develop further, the setting needs to:

R1 build on the good work in developing children's speaking skills;

R2 strengthen the focus on extending the more able children's learning skills;

R3 extend the practitioners' knowledge of the Foundation Phase curriculum; and

R4 develop the practitioners' evaluation skills further.

What happens next?

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Not Applicable

Standards: Not Applicable

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present in the setting at the time of the inspection was too few to report on without identifying individual children.

Wellbeing: Not Applicable

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present in the setting at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The setting offers children a wide range of appropriate learning experiences. Overall planning is based on the local authority framework, which reflects the requirements of the Foundation Phase curriculum. Practitioners work closely together to plan suitable activities across the areas of learning. There is a good emphasis on promoting communication and number skills but the focus on extending information and communications technology skills is less consistent. There are good opportunities for children to experiment with new experiences and to develop their thinking and decision making skills.

Growing and caring for plants and learning about recycling develop the children's awareness of the importance of caring for the environment and all living things. Effective learning activities, including a range of creative experiences, promote their awareness of the wider world. These include celebrating the festivals and celebrations of other cultures such as the Chinese New Year and the festival of Divali.

There is appropriate provision for children to acquire the Welsh language. Activities include listening to stories, singing songs and rhymes, counting, and discussing the weather. The children also learn about the traditions and celebrations of Wales through activities which include celebrating St. David's day.

Teaching: Good

The practitioners have a developing knowledge of the requirements of the Foundation Phase curriculum and plan activities collaboratively. They make effective use of a range of teaching approaches, including individual, small group and whole group activities. There is a good balance between activities chosen by the children and those led by adults. Resources are carefully selected and used well to promote the learning. Practitioners communicate effectively with children. During activities, they observe well and offer children of all ability relevant support.

The practitioners know the children well and regularly assess and record their progress. Daily observations are analysed and the relevant information is recorded systematically on recording sheets. The information collected is used appropriately when planning future activities.

Parents are kept regularly informed about their children's achievements, wellbeing and development through informal discussion at the beginning and end of sessions. They are also encouraged to discuss any concerns with the practitioners. Parents receive an informative written report on their children's progress in all areas of learning. Transfer booklets are completed appropriately and forwarded to the receiving school. The booklets include relevant information for parents and also photographs of the new school and class teachers.

Care, support and guidance: Good

The setting is a caring and very orderly community. Appropriate policies and procedures are implemented to support children's health and wellbeing. The induction arrangements, alongside the daily contact with parents/carers ensure that children settle well into the setting. The children are happy in the setting and comfortable in the adults' company.

Children's needs are identified early and appropriate and effective support is provided. The staff work closely with outside agencies and specialist services when needed to address any specific needs.

The setting has an appropriate policy and procedures for safeguarding. Practitioners have received appropriate training. Regular risk assessments are carried out and children are well supervised at all times.

Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development. Values, such as caring, kindness, and an understanding of what is right and wrong, are fostered effectively through the curriculum and day-to-day activities. Practitioners are effective role models. They treat all children with respect and courtesy. The setting provides a very effective framework for keeping healthy including providing regular exercise and healthy meals.

Learning environment: Good

The setting is an inclusive community where children receive equal access to the curriculum and to all the activities provided. Practitioners succeed well in creating a homely atmosphere. They consider and value children's different backgrounds and develop a good understanding of each child's needs.

There is an appropriate ratio of practitioners to children. Practitioners are suitably qualified and experienced. There is a sufficient supply of suitable resources to support the learning. Nevertheless, information and communications technology equipment is more limited and dated. The accommodation is spacious and well maintained. It provides good facilities which are used effectively. The learning environment is enhanced by displaying children's work and creating colourful displays to reflect current themes. There is regular use of the outdoor area which includes a small garden and sufficient hard play area for children to investigate and play.

Key Question 3: How good are leadership and management?	Good
--	-------------

Leadership: Good

The setting is led and managed efficiently by the two proprietors, supported by the manager, team leaders and practitioners. The whole team share the same values demonstrating a strong commitment to ensuring that children receive the best possible provision while in their care. Senior managers provide clear direction and purpose to the work of the setting. They meet regularly with the practitioners to plan what is offered to the children, share ideas and seek ways to improve.

There is a clear structure to the work of the setting with clearly defined roles for all members of staff. Practitioners have regular appraisals and there good procedures in place for further training and professional development. Relevant policies, such as child protection, are implemented.

The setting responds appropriately to national and local priorities including implementing the Foundation Phase curriculum and promoting good links with the receiving primary schools. The setting participates fully, and very successfully, in the local authority's health promoting scheme.

Improving quality: Good

The proprietors have a thorough knowledge of the setting's strengths and areas for improvement. They implement a well established programme of reviews, which have a clear focus and structure. There is careful consideration of the views of children, staff, parents/carers and other partners. The setting also draws upon reviews by external agencies. The improvement plan arising from these reviews identifies appropriate areas for attention, which are addressed effectively through action plans monitored by senior staff.

Self-evaluation is an on-going process and has brought about improvements in many aspects of provision such as the provision for Welsh. Practitioners have a positive approach to self-evaluation and are open to new ways of working as a means of providing the best experiences for the children.

Practitioners attend relevant training and participate in range of activities alongside other settings in the company. The proprietors also attend and participate in conferences at a regional and national level. The setting benefits from this involvement through the sharing of good practice and the acquisition of new knowledge and skills.

Partnership working: Good

A range of effective partnerships contribute effectively to children's learning and wellbeing. The practitioners work well together and complement each other through the appropriate use of individual skills and expertise.

The setting is proactive in encouraging parents and carers to become involved in the setting's work. They are kept well informed through brochures, newsletters and daily contact. A notice board in the main foyer offers up to date information. The setting has close links with the local infants and primary schools to which the children transfer. The good relationships with the local authority advisory teachers and relevant voluntary organisations enhance the work of the setting. The setting also enjoys positive links with community and local services including the hospital, police and fire service.

Resource management: Good

Resources are managed efficiently. The practitioners are suitably qualified and effectively deployed. They are offered good opportunities to broaden their experience by undertaking different tasks and responsibilities within the setting and also working in other settings within the company. There are sufficient resources which are accessible to the children. This has a positive impact on their learning. There is good use of the outdoor area to provide a range of well planned activities.

The proprietors and manager have a thorough understanding of the setting's budget and prioritise spending in line with current needs and targets for improvement. They evaluate financial decisions consistently in terms of the benefits to children's development and learning. The setting offers good value for money.

Appendix 1

Responses to parent questionnaires

There is no commentary on the parent questionnaires due to the small number of responses received.

Responses to discussions with the children

The children are happy in the setting and join in the activities enthusiastically. A few talk readily about the activities they enjoy.

Appendix 2

The reporting inspector –

Dorothy Morris

Reporting Inspector

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.
Foundation Phase	The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2013.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.
National Childminding Association (NCMA)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.

Report on Happy Days Day Nursery
January 2012

--	--