

# Happy Days Day Nursery

Unit 3a & 3b, Derriford Business Park, Plymouth, PL6 5QZ

## Inspection date

Previous inspection date

23/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have positive partnerships with parents and strive to promote shared learning, to effectively support children's development.
- Staff enable children to develop high levels of competence, independence and to make good progress in their development.
- The nursery reflects a fully inclusive environment, which shows that staff welcome all families and that staff teach children to have respect for others.
- Leadership and management of the nursery is strong and there are rigorous monitoring systems in place to identify and bring about continuous improvement.

### It is not yet outstanding because

- Staff demonstrate a good awareness of children's individual needs and routines, although they are not always efficient in their preparation for babies sleep times.
- Although the overall quality of teaching is very good, there are occasional inconsistencies because not all staff have the same levels of expertise.

## 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 children in each of the group rooms and during outdoor play.
- The inspector had discussions with managers, staff and parents.
- The inspector undertook a joint observation with a senior manager.
- The inspector checked selected policies and procedures, including risk assessments.
- The inspector took account of the setting's self-evaluation and quality assurance programme.

**Inspector**  
Julie Wright

## Full report

### Information about the setting

Happy Days Day Nursery first registered in 2008. It re-registered in 2013 due to a change of premises. The nursery is one of 16 run by Happy Days South West Limited. It is based at Derriford business park in Plymouth and operates from a purpose-designed building. Children have use of several enclosed outdoor play areas that includes woodland. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 277 children on roll, all of whom are in the early years age range. The nursery receives funding to provide free early education places for children aged two, three and four years. It operates each weekday from 7am to 6pm, for 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 62 members of staff employed to work with the children, of whom 56 have appropriate early years National Vocational Qualifications. One member of staff has Early Years Professional Status.

### What the setting needs to do to improve further

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

- improve the organisation and preparation for babies sleep times to promote consistently effective care
- enhance the professional development of staff to extend consistency in practice across the setting.

### Inspection judgements

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

Staff provide a highly enabling environment where children can explore and make discoveries. Toys and equipment are readily accessible, so children can make their own choices and be involved at all times. For example, children select pots of powder paints and add water at a low-level sink to mix the paint for themselves. Staff supervise children well and talk about what is happening as children stir the mix with a brush. Children make many independent decisions as they move around. They decide to sit at a table and 'make a letter' to take home or choose to join a messy play activity. Pre-school children are very confident and play exceptionally well together. They are very cooperative and constructive in imaginative play. For instance, they select wooden blocks and create a structure, declaring that they have made 'a caravan'. Staff follow children's interests and join in their games to support and extend learning. Children pretend to be at the airport and are busy 'buying tickets'. Staff ask 'how much are the tickets?' to introduce mathematical language.

Children reply '£1 1 3.00' and then offer change. This demonstrates their learning from recent role-play when the home-corner became a shop. Each room provides the same learning opportunities for children, with a wide range of activities. All children experience sensory and creative play, using a variety of materials. For example, babies examine treasure basket items with a member of staff. Toddlers play with tissue, sand and glue to make a collage. Children swirl their fingers through 'gloop', a mix of cornflour and water, or through foam.

Staff have a good knowledge of children's learning and development. They adapt the activities accordingly to provide age-appropriate challenges. For example, they gently encourage younger children to touch and feel materials. With older children, staff talk about size, colour and number to promote development. Children learn to focus well and have very good levels of concentration. From the earliest age staff promote children's interest in books. Babies like to look at pictures with an adult and little toddlers sit in a semi-circle for a story. Staff skilfully extend the activity with the use of puppets and props. Consequently, children listen and interact for a sustained period, so they develop skills and become ready for school. Staff are highly effective in promoting inclusion. Resources reflect children's varied backgrounds, such as signs and labels in differing languages and scripts. Staff actively involve parents because they ask for key words in children's home language. They teach all children about culture and traditions, to help them to learn about others. Consequently, children develop positive attitudes. Comprehensive observation and assessment procedures are in place to monitor children's progress. Staff complete regular summary reports, including the two-year-progress check. They have frequent discussions with parents and keep them well informed about children's development. Parents have very good opportunities to find out children's activities. For example, on open days staff demonstrate how children learn in the outdoor area. Families thoroughly enjoyed enacting a popular story in the woodland and visiting the grotto. Other activities included cinnamon scented dough, which adds interest for children. Parents and children can borrow books and a variety of activity packs, which provide good ideas for learning at home.

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

There is an effective key person system, which promotes consistent care for children. For example, each child has a key member of staff with a second person appointed to cover absence. Staff have clear roles and responsibilities to meet the needs of children, such as in nappy changing routines. Information is accessible so that staff can check babies' personal routines and requirements. For instance, staff know what position babies like to sleep in and if they have a comforter. They are usually well organised and attentive to babies' needs, to comfort them when distressed. However, on occasion cots are not ready as soon as they are required. Babies form secure attachments to staff and take an interest in their surroundings. They like to sit with staff and look at interesting items, such as metal tubes, wooden spoons and egg cups. Staff create a den and put toy animals inside, then encourage babies' to find them. Babies smile, babble and clap hands in response to staff, which shows early communication skills. Toddlers laugh and show interest as they hear a sound they have recorded on a 'talking-tin'. Staff provide a number of activities to promote children's listening and language skills. They ask children questions and talk to

them during play, although some staff are more confident in questioning and have higher skill levels than others in extending challenge. Staff are conscientious in promoting and protecting children's health. They contact parents promptly when children become ill. Staff check children's temperatures and gently nurse the children until parents arrive. Children have access to drinks at all times and staff also provide a 'drink station' for ten minutes every hour. They make sure that the youngest children learn and remember to drink. Older children show good levels of independence as they take their beakers to and from a fridge.

All mobile children have constant access to outdoor play. They make independent decisions about where they want to play and often choose to go outside. Toddlers show confidence as they make their needs known. For example, they indicate that they want their basket of belongings, then try to put on boots as they prepare to play out. Staff ensure that outdoor resources promote all areas of learning. Children practice physical skills as they ride toys and run around. They dig in sand, discover trays of materials and do experiments. For example, children roll balls along pipes and make a pulley system on the fence. Children hunt for bugs with staff in the woodland area, then take a leading role in storytelling and hiding games. Staff deploy themselves well to maintain ratios, supervise and support children. Children respond well to staff and understand the routines. They willingly help and have fun with tasks, such as when they sweep up sand with small brushes. Children make firm friendships and show kindness to others. As an example, one child helps another to put on a coat. Staff teach children about safety throughout activities, so children learn to use tools and equipment with care. For instance, children snip with scissors and spread butter with knives.

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

Managers and staff implement robust policies and procedures, so they fully comply with all requirements. For example, they promptly notify Ofsted of significant events and keep all relevant records. Thorough vetting and recruitment procedures mean that suitable persons care for children. To monitor ongoing suitability staff have regular appraisal and supervision sessions. Staff demonstrate a clear understanding of their responsibilities to safeguard children's welfare. They review a specific policy each week, to maintain awareness of the companies' procedures. Staff develop positive partnerships with outside agencies. This enables them to provide effective support to children's individual care and development. There is a well-established training programme, which staff benefit from. Staff demonstrate enthusiasm in their work and are keen to develop further skills. For example, staff identify areas of interest and then complete relevant courses. In recent months there has been a focus on children's communication and language development. Staff are keen to introduce more baby signing and baby massage, to extend current activities.

Self-evaluation and quality assurance procedures are rigorous. The most significant improvement for staff, children and parents has been the move to the new premises. They are enthusiastic about the lay-out, good quality resources and outdoor play opportunities

for children. Statistical tracking of children's development highlights any increase and decrease in progress. Regular data comparisons enable staff to target individual children accurately. This means that staff identify and focus on particular areas of learning, to help close any gaps in children's progress. Parents contribute to the assessment and evaluation processes. At inspection parents are highly complimentary about the nursery. They talk about the 'really friendly staff' and say the care is 'fantastic'. Parents say that staff know the children well and use their knowledge to meet needs. For example, staff select a child's favourite book to help them settle. Parents describe very good examples that highlight positive partnerships. They comment on the respect that staff show to them. Staff have effective systems in place to communicate with parents and other providers, when children attend another setting. This enables them to share relevant information to support children's learning and development.

### **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

<b>Unique reference number</b>	EY465484
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	927403
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	146
<b>Number of children on roll</b>	277
<b>Name of provider</b>	Happy Days South West Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01872 511020

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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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