

# Happy Days Nursery

104 Gordon Street, Scarborough, North Yorkshire, YO12 7RX



## Inspection date

9 February 2015

Previous inspection date

9 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good and helps children make rapid progress in their learning. Staff make good use of questioning to encourage children to be active learners, who think critically.
- Staff provide a wide selection of resources and activities around the rooms, so that children have good opportunities to make their own choices in play. As a result, children are happy, busy, enthusiastic and confident learners.
- The staff have established good partnerships with parents and local primary schools to ensure children are prepared for the next stage in their learning. This effectively promotes children's emotional well-being.
- Children behave very well and staff use effective strategies to help them understand their feelings and impact of their behaviour on others. Staff act as good role models, promoting the use of good manners and reminding children to share and take turns during their play.
- Effective self-evaluation means that the staff continually improve the good service for children and their families.

### It is not yet outstanding because:

- The strategies used to improve teaching further are not yet fully effective in consistently sharing and developing higher quality practice throughout the nursery.
- Children's independence is not as well promoted during snack and lunch times as it is at other times during the day.

## What the setting needs to do to improve further

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

- drive the quality of teaching in the nursery to a higher level, for example, by giving staff opportunities to observe each other's work and to discuss and share best practice
- increase children's independence, for example, by encouraging them to serve their own food and drinks, and to clear away after they have finished their meal.

## Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with a nursery manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery rooms.
- The inspector looked at planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures and the children's learning profiles.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Kerry Holder

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff complete regular observations and assessments on the children to recognise their achievements and identify their next steps in learning. Systems are in place for tracking the children's progress, which ensures that gaps in their learning are identified and addressed quickly. Successful planning includes opportunities for child-initiated activities, which are enhanced by focused and adult-led activities. This means children are engaged in experiences, which have depth and breadth across all areas of learning. Staff support older children's mathematical development as they develop their awareness of shapes, numbers and size during daily activities. Children's physical development is promoted well through daily activities in the outdoor area. Starting points for children's development are established using information from parents during settling-in sessions. Regular exchanges between staff and parents have a positive effect on offering a continuity of care to meet children's needs.

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

The nursery has an effective key-person system in place, which ensures children form secure attachments and develop positive relationships. Staff prepare children to ensure they are emotionally ready for changes and movements through the nursery by providing short visits until they feel secure to move. Photographs of the babies' families are displayed at low level, to help them to feel they have a sense of belonging. Children are generally developing good independent self-care skills. Some use the toilet and wash their hands with confidence and others confidently ask for help if needed. Children in nappies have their care needs met effectively throughout the day. However, at snack and lunchtimes some opportunities to promote self-help skills and independence are missed, because children are not encouraged to serve themselves or clear away at the end of their meals. Therefore, children do not develop their independence and self-care skills to the maximum potential.

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

Children are safeguarded well, because the committed management and staff team have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of policies and procedures are implemented, which ensures a safe and secure environment for the children. Management deploy the staff team well to encourage higher qualified and more experienced staff to share expertise and promote children's learning in every area. However, the team has further capacity to reflect and improve on its already good teaching to benefit children throughout the nursery, for example, by using peer observations and discussions. Children who speak English as an additional language are particularly well supported through appropriate intervention and support. For example, staff speak clearly and allow sufficient time for children's response. Parents spoken to during the inspection are happy with the care their children receive. Comments include 'my child is very happy' and 'staff are caring and friendly'.

## Setting details

<b>Unique reference number</b>	400119
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868833
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Moira Willgrass
<b>Date of previous inspection</b>	9 July 2009
<b>Telephone number</b>	01723 500749

Happy Days Nursery was registered in 1988. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including five staff who are currently training towards degrees in early years. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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