

Happy Days Nursery

1 Eastmoor Road, Wakefield, West Yorkshire, WF1 3RY



Inspection date

6 May 2015

Previous inspection date

28 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff are well qualified and have a good knowledge and understanding of how to promote children's development across all seven areas of learning. They accurately assess children's progress and plan effectively for their next steps in learning. As a result, children are developing the skills they need for school.
- Children enjoy their time in the nursery. They are well challenged through activities they find interesting. As a result, children are motivated and show an eagerness to learn as they play and explore. Consequently, they make good progress.
- The key-person system is well established and plays a key role in promoting children's learning and well-being. Staff work very closely with parents from the very beginning and keep parents well informed about their children's progress. Staff also provide parents with ideas about how to support their children's development at home.
- Staff have very good working partnerships with other early years professionals, including those based in the schools children are preparing to attend. They work together, along with parents, to support children in their move from one setting to another. Consequently, children are emotionally ready for the next stage in their learning.

It is not yet outstanding because:

- The organisation and planning of some adult-led activities does not take account of the ongoing changes within the learning environment.
- On some occasions, staff in the baby room miss opportunities to further build on younger children's language skills.

What the setting needs to do to improve further

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

- review the organisation of adult-led activities so that children gain the maximum learning opportunity to make the very best possible progress
- improve opportunities for staff in the baby room to observe and share good practice in promoting children's good language skills across the nursery.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both indoors and outside.
- The inspector evaluated a planned activity with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and other relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

June Rice

Inspection findings

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

There is a good balance of planned and child-led activities throughout the nursery. As a result, children are enthusiastic and motivated learners. Children are well supported by staff who make good use of simple questions that encourage children to think and respond. However, during some planned activities, children are sometimes distracted by what else is happening in the environment and they occasionally lose concentration. For example, children weighing and mixing ingredients to make buns, also try to listen to a story that is being read out aloud next to them. There is a general emphasis on developing children's skills in communication and language. Children are fully engaged as staff encourage them to identify items that begin with a particular letter or sound. Staff also learn key words in different languages and, with the help of parents, produce labels and signs within the nursery. This all helps to develop children's confidence as they explore the meaning and sounds of new words.

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

Children are physically active and enjoy exploring an environment that promotes their independence and physical development. They show good control as they use one-handed tools, such as scissors and cutlery. Young children in the baby room are carefully supervised as they learn to manage risks for themselves. For example, they are reminded to be careful as they climb onto a deep cushion and hold their arms out to balance themselves. Staff have high expectations for good behaviour. They encourage children to be patient as they wait their turn and offer lots of praise when they do. This helps to build children's good self-esteem. Children learn through their daily routines to address their own personal needs, such as going to the toilet independently.

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

The leaders and managers have a comprehensive understanding of the requirements of the Early Years Foundation Stage. Self-assessment is thorough and the commitment to improve is well documented. For example, children's progress is now accurately tracked so that any gaps in their learning are swiftly addressed. Staff have attended training in Every Child a Talker and in the main there are great improvements in how staff promote children's communication skills. However, on some occasions this is less successful. For example, in the baby room staff sometimes miss opportunities to introduce new words into children's vocabulary during child-led activities. Robust recruitment and vetting procedures help to check that adults working with children are suitable to do so. Leaders, managers and staff are very clear about the procedures to follow to ensure children are protected from abuse or neglect. This help to safeguard children. Staff work closely with parents and outside agencies ensure that extra support is sought when needed.

Setting details

Unique reference number	EY272730
Local authority	Wakefield
Inspection number	1010990
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	125
Name of provider	Soheir El Abidi
Date of previous inspection	28 August 2014
Telephone number	01924 332111

Happy Days Nursery was registered in 1997 and is privately owned. They also provide an out of school club. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status or Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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