

# Happy Dayzzz Nursery

Pennypot Industrial Estate, Pennypot, HYTHE, Kent, CT21 6PE



## Inspection date

6 August 2015

Previous inspection date

15 May 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff use observations and assessments to develop an understanding of children's levels of achievement. However, they do not use this information effectively to ensure children have appropriate challenges and interests to engage them and extend their learning.
- Staff have not fully developed successful strategies to engage all parents in their children's learning.
- The management team does not use staff supervision meetings well to fully identify staff training and development needs. As a result, not all staff have the relevant skills and knowledge to provide children with quality learning experiences.
- The management's monitoring of children's learning and development does not help ensure all children make good progress.
- The staff do not take every opportunity to promote children's mathematical skills and language.

### It has the following strengths

- Staff are good role models and use consistent behaviour strategies. They encourage children's understanding of sharing and good behaviour through explanation and discussion. Therefore, children behave well.
- Staff effectively support children to develop their speech and communication skills.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen further the tracking of children's learning and development to ensure staff plan challenging activities to help every child makes good progress
- strengthen strategies to exchange information with parents about their children's achievements to support learning at home
- improve the use of staff supervisions to identify training needs, ensuring they have the required skills and knowledge to provide children with quality learning experiences
- improve the monitoring of children's learning and development to enable staff to help children make good progress, and review strengths and areas of development.

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

- increase the opportunities for children to hear and use mathematical language throughout the environment.

## Inspection activities

- The inspector observed activities and the quality of teaching, inside and in the outdoor area.
- The inspector held a meeting and completed a joint observation with the manager.
- The inspector sampled a range of documentation, including children's development records, their development plans, and key policies and procedures.
- The inspector took account of the parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times.

## Inspector

Maxine Ansell

## Inspection findings

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

Overall, children make suitable progress as they take part in a blend of adult-planned activities and games they choose for themselves. Staff use observation and assessment to develop children's next learning steps. However, they do not consistently use this knowledge to provide children with activities that interest and engage them. As a result, children do not always have effective challenges to extend their learning. Staff routinely talk to children to support their communication skills. However, they do not always use these opportunities to allow children to hear and use mathematical language in context. Staff exchange information with parents on a daily basis. However, they do not fully engage all parents effectively to encourage support for home learning. Staff offer some appropriate support to prepare children for their next stage in learning and school. For example, they encourage children to recognise their own names as they self-register.

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

Staff provide a safe, well-resourced environment. They support children's growing understanding of how to keep themselves safe. For example, they teach younger children how to safely negotiate the ramp. Staff support children well emotionally for the move to school as they use discussions, pictures and books. Management and staff have a good knowledge of the requirements for safeguarding. They are aware of the procedures to follow for any child protection concerns. This effectively promotes children's safety and well-being. Children have good opportunities to develop their physical skills as they energetically play games in the outdoor area. They develop a good understanding of healthy eating, for example, as they talk about and harvest fruit from the garden. Children form strong bonds with staff, which promotes their emotional well-being and builds their confidence.

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

Improvements have been made since the last inspection. The manager has expanded the self-evaluation system to increase staff's involvement. However, staff supervision meetings do not clearly identify all staff training needs or effectively improve practice. The manager monitors the range of activities and children's learning records. However, although children reach expected levels of development, the process does not help staff ensure children reach their full potential and make good progress. Parents praise the friendly atmosphere of the nursery and have a good relationship with staff. The manager has support from the local authority. The staff team is well-qualified and staff attend some training. However, this has a limited impact on practice and children's outcomes.

## Setting details

<b>Unique reference number</b>	EY379943
<b>Local authority</b>	Kent
<b>Inspection number</b>	978441
<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>	65
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Stephen Patrick Firth
<b>Date of previous inspection</b>	15 May 2014
<b>Telephone number</b>	01303 263734

Happy Dayzzz Nursery registered in 2008 and operates in Hythe, Kent. It is open each weekday from 8am to 6pm, for 50 weeks of the year. The nursery supports children with special educational needs and/or disabilities. There are 10 members of staff, nine of whom hold appropriate early years qualifications. There are three staff with qualifications at level 4, four at level 3 and two have qualifications at level 2. The nursery receives funding for the provision of free nursery education for children aged two, three and four years.

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