

Happy Hours Day Nursery

Dove Bank, Uttoxeter, Staffs, ST14 8DY



Inspection date 20 January 2016
Previous inspection date 30 July 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff are not fully focused on promoting each child's individual next steps in learning. Children are not always challenged to make good progress and gaps in some children's learning are not closing as quickly as they could.
- Checks made on the quality of teaching and learning are not robust enough to ensure all children make consistently good progress.

It has the following strengths

- Partnerships with parents, outside agencies and other settings children also attend, are strong. Everyone works together to identify and to meet children's individual needs, including disabled children and those with special educational needs.
- Staff develop close and caring relationships with children. Staff help children to feel safe and secure and to confidently explore the world around them.
- Children's well-being is suitably promoted. Children are increasing their understanding about the importance of leading a healthy lifestyle. They develop their physical skills when playing in the garden and when participating in Forest School sessions.
- Children learn to behave well and to be positive members of the nursery. Children develop friendly relationships with others, share, take turns and follow the rules for good behaviour.
- Staff are well qualified. They manage change with enthusiasm and are committed to making continual improvements in children's care and learning experiences.

What the setting needs to do to improve further

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

Due Date

- ensure each child's individual next steps in learning are fully promoted, so that any gaps in learning quickly close quickly and all children are fully challenged to make good progress. 26/02/2016

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

- make robust checks on the quality of teaching and learning and make sure that children are always supported to make good progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, there has been a change in the staff and the management team. Thorough induction and a suitable programme of support and coaching has helped staff develop strong relationships and to work as a team. Most aspects of teaching and learning identified as being weak have been addressed. Staff extend children's language and mathematical skills appropriately and children enjoy exploring a rich and varied range of play resources. However, checks are not sufficiently robust to make sure teaching and children's learning are consistently good throughout the nursery. Arrangements for safeguarding are effective. Recruitment, vetting and ongoing checks, ensure all adults are suitable to work with children. Staff assess and manage the risks to children's safety and well-being well. They know the procedures they must follow if they are concerned about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Staff are well qualified. However, teaching is not consistently good. Staff quickly identify children's starting points in partnership with their parents and other professionals. They observe, assess and track what children know and can do. However, staff do not always use the information from assessment to plan suitably challenging activities. Consequently, children are not always helped to achieve their next steps quickly enough to swiftly close gaps in their learning. Nonetheless, staff are skilful in helping children develop their mathematical skills. Children enjoy exploring size and shape and are encouraged to count. Staff use questions to encourage children to think and to use language to share their ideas. Children, who speak English as an additional language, benefit from hearing and using their home language in their play. All children enjoy being creative. Young children develop their physical skills as they make pictures using different materials. Older children make marks in paint and explore the sounds made by musical instruments.

Personal development, behaviour and welfare require improvement

Staff do not always use information from assessments to promote each child's personal development to a consistently good standard. However, children make independent choices while playing in the stimulating indoor and outdoor play areas. They develop good social skills as they play with children of different ages and confidently engage with visitors to the nursery. Parents comment on the good communications they have with their child's key person. They are pleased with the help given to children to manage the change of staff and when moving into a new playroom or on to school. Staff work closely with parents and carers. They tailor the care babies receive to meet their individual needs. All children develop their self-care skills. Babies are encouraged to help with dressing themselves and older children confidently wash their hands after painting.

Outcomes for children require improvement

Some children are not making consistently good progress in their learning. They are not as well prepared for school as they could be. All children are curious and are motivated to learn. They develop their literacy skills while reading books and respond well to praise and encouragement.

Setting details

Unique reference number	EY234249
Local authority	Staffordshire
Inspection number	1028445
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	45
Number of children on roll	65
Name of provider	Happy Hours Partnership
Date of previous inspection	30 July 2013
Telephone number	01889 566678

Happy Hours Day Nursery is one of five settings managed by private owners. It was registered in 2002. The nursery employs 11 members of childcare staff, including the manager. Of these, one member of staff holds an appropriate early years qualification at level 6, two hold a level 4, six hold a level 3, and one holds a level 2. The manager has Early Years Professional status and Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. The nursery also supports disabled children and those with special educational needs.

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