

# Happy Days Nursery

Water Lane, Totton, Southampton, Hampshire, SO40 3ZX



## Inspection date

6 July 2016

Previous inspection date

4 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The provider has failed to notify Ofsted of changes to the person managing the nursery, as required.
- Management was not able to provide evidence to show that every member of staff has had their suitability to work with children checked. The impact on children's safety is not significant, as those staff without checks are not left alone with children.
- Management has not appointed a named deputy to provide suitable cover in the absence of the manager.
- There is insufficient checking by management of the progress made by individual children and specific groups of children, to ensure they always have the right support to continue making good or better progress in their learning.

### It has the following strengths

- Group activities are well led by qualified and skilled staff, who keep children engaged and animated throughout. This helps children learn to listen to others and know that their comments and contributions are valued.
- Staff provide good opportunities for children to combine different aspects of their learning, such as developing their physical skills as they use their imagination.
- Children's language develops well. For example, staff repeat babies' babbling, use signs to reinforce their words, and work with speech and language therapists for support.
- Children are happy and settled in the nursery. For example, they move around confidently and readily approach staff, showing that they feel safe.

## 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 that Ofsted is provided with the names of all persons who are managing the nursery	15/07/2016
■ ensure all staff suitability is checked through the Disclosure and Barring Service, and accurate records are kept of the reference numbers and dates these checks were made	15/07/2016
■ make sure that there is a named deputy who is capable and qualified to take charge when the manager is absent.	15/07/2016

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

- develop systems for management to review and check children's overall progress, to ensure staff identify and address learning gaps where individual children, or specific groups of children, need to catch up or be challenged even further.

## Inspection activities

- This inspection was brought forward following the risk assessment process.
- The inspector observed how staff interacted with children in both the inside and outside play areas.
- The inspector had discussions with members of the management team, staff and children.
- The inspector spoke to parents and took account of their views.
- The inspector sampled documentation, including staff suitability checks, children's records, attendance records, planning, policies and procedures.

## Inspector

Jill Steer

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are very aware of the procedures to follow if they have concerns about children's welfare. The provider has not notified Ofsted of management changes and has not recruited a named deputy manager. However, this does not have a significant impact on children's well-being. Overall, managers evaluate practices well and plan to make improvements. For example, they changed the nursery layout to meet children's learning styles better. Managers encourage staff to develop their teaching skills and knowledge. For instance, a recent training course helped staff to create an assortment of cosy places for children to enjoy and sit with their friends. There is effective support and monitoring of staff performance to maintain the good quality of teaching. However, managers do not routinely check the achievements of individual and different groups of children overall, to make sure that any learning gaps are closing quickly.

### Quality of teaching, learning and assessment is good

Children's key persons successfully monitor their progress from when they start. They accurately identify how to challenge children further in all areas of learning. Staff plan interesting activities for children. For example, the youngest children use red and black paint to create pictures of the ladybirds they saw outside. Older children fill containers with coloured water and learn about different measurements. Staff regularly exchange information with parents to involve them in children's learning. They share children's progress records and find out what they can do at home.

### Personal development, behaviour and welfare require improvement

Children settle well and staff are sensitive to their individual care needs. Babies sleep and eat according to their home routines. Evidence of suitability checks for every member of staff was not available, as required. However, those staff do not currently work alone with children and the impact on children's safety is not significant. The nursery's special educational needs coordinator develops good partnership working with other early years professionals to support individual children's needs. Children learn to be kind and considerate, such as offering to help carry a heavy basket of toys inside. Their behaviour is good and staff explain how to play safely.

### Outcomes for children are good

All children progress well from their individual starting points, in their own way. They are eager to learn through enjoyable and challenging experiences, preparing them well for their future learning or school. For example, older children listen well and take an active part in storytelling using different resources, such as puppets and pirate maps to find hidden treasure. Babies have fun as they investigate a wide range of resources and show great delight as they interact positively with staff.

## Setting details

<b>Unique reference number</b>	507977
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1055529
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Totton College Partnership
<b>Registered person unique reference number</b>	RP521421
<b>Date of previous inspection</b>	4 June 2014
<b>Telephone number</b>	02380 866660

Happy Days Nursery registered in 1995. It operates from the grounds of Totton College in Totton, Hampshire. The nursery is open each weekday, from 8am to 6pm, for 50 weeks of the year. There are 11 members of staff, of whom nine hold relevant early years qualifications to level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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.

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