

Happy Hours Day Nursery

Kensington House, 33 Dove Bank, Uttoxeter, Staffs, ST14 8DY



Inspection date

5 August 2016

Previous inspection date

20 January 2016

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

Summary of key findings for parents

This provision is good

- The dynamic manager demonstrates a strong drive to deliver high-quality care and learning. All staff are fully committed to continuously improving the nursery. The action and recommendation raised at the last inspection have been addressed through a series of rapid improvements.
- A new system for the observation and assessment of children's learning has been implemented. This enables staff to ensure that teaching is specifically targeted and builds on children's prior knowledge in order to meet their individual needs.
- The quality of teaching is good. Babies and children are motivated and active learners. They engage in an excellent range of sensory experiences and challenging activities. Staff join children in their play with great enthusiasm.
- Children are happy and develop secure emotional attachments with warm and caring staff. They behave well, show kindness and respect and develop good friendships with each other.
- Successful strategies engage all parents in their children's learning. Parents are well informed about the progress their children make and how they can continue to support their children at home.

It is not yet outstanding because:

- Although older children have very good opportunities to play and extend their learning outdoors, staff have not given enough consideration to how well this environment is organised and used to meet the needs of babies.
- The support, coaching and training arrangements for staff are not focused sufficiently on raising the good quality of teaching still further.

What the setting needs to do to improve further

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

- organise and use the outdoor environment more effectively to give babies better opportunities to explore, investigate and learn
- focus more sharply on the quality of supervision provided for staff, in order to help drive a precise professional development programme which raises the quality of teaching to an outstanding level.

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 spoke with staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as action plans for improvement and evidence of the suitability of staff working in the nursery.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of their individual responsibilities to safeguard children. They are aware of the signs and symptoms of abuse and how to report any concerns. Staff deploy themselves effectively, ensuring that children's safety is prioritised at all times. Accurate self-evaluation takes into account the opinions of staff, parents and children. This enables managers to plan ongoing improvements which reflect the views of the children and their families. The monitoring of children's progress is excellent. The manager analyses tracking to ensure any gaps in learning are rapidly closing and any individual children who need extra support are quickly identified. Partnerships with other professionals are timely and information is shared to support all aspects of children's development.

Quality of teaching, learning and assessment is good

Children enjoy a variety of well-planned activities which captures their interests and imagination. For example, babies are fascinated as they explore a sparkly foam mixture and mould it into different shapes with their hands. They squeal with delight as they splash and investigate, scooping water into different funnels and containers. Staff support children's early literacy skills well. They engage pre-school children in conversations and ask questions to promote their thinking skills. Staff respond positively to babies' gestures and vocalisations. They display key words in the home languages of children who are learning to speak English as an additional language. Children have frequent opportunities to practice their writing skills with materials which help to develop their small-muscle skills. Toddlers are captivated as they use paintbrushes and chinks to make marks.

Personal development, behaviour and welfare are good

The effective key-person system ensures that the care and learning needs of individual children are met. Consistent routines are followed, supporting children to settle quickly and develop a sense of belonging. Children are able to make choices from a range of toys and resources which supports their sense of curiosity and exploratory play. Staff encourage good hygiene routines and promote regular exercise as part of helping children learn about the importance of a healthy lifestyle. Children are confident to explore their surroundings. Staff teach children about how to manage risks and keep safe. For example, they sensitively support toddlers to climb down steps and use more challenging play equipment. Children learn to respect differences between themselves and others. Staff are good role models and offer children lots of praise and encouragement.

Outcomes for children are good

Children make good progress from their individual starting points. They are gaining the key skills they need for the next stage in their learning and are well prepared for school. Staff encourage children to develop their independence skills through activities such as, putting on their shoes or washing their hands. Children show an understanding of how to solve problems and demonstrate good mathematical skills. Pre-school children enjoy investigating the shapes and patterns printed by tyres when different sized vehicles are rolled down a slide.

Setting details

Unique reference number	EY234249
Local authority	Staffordshire
Inspection number	1037603
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 - 10
Total number of places	44
Number of children on roll	44
Name of registered person	Happy Hours Partnership
Registered person unique reference number	RP909928
Date of previous inspection	20 January 2016
Telephone number	01889 566678

Happy Hours Day Nursery was registered in 2002. It is one of five nurseries operated by the provider. The nursery employs 11 members of childcare staff, including the provider. Of these, one member of staff holds an appropriate early years qualification at level 4, seven hold a level 3, one holds a level 2 and one member of staff is unqualified. The provider 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.

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