

Happy Days Nursery Cheswick



Unit 9, The Square, Long Down Avenue, Bristol, BS16 1GU

Inspection date	13 March 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers and staff have a good understanding of how children learn. They provide a stimulating learning environment, both indoors and outside. Children are motivated learners and well prepared for school. They make good progress from their starting points.
- Managers and staff are positive role models. They are friendly, caring and responsive to children's individual needs. Children behave very well. They know what is expected of them and are encouraged to be kind, tolerant and well mannered.
- Partnerships with parents are good. Managers and staff use various strategies to keep them well informed about their children's learning, and how this could be extended at home. Parents are very complimentary about the staff team. They comment on how they are consulted on many aspects of the nursery, such as through parents evenings.
- Managers are committed to the ongoing development of the setting. They continually and accurately identify where they can improve within the nursery. They implement well-targeted and effective plans to maintain children's good outcomes.

It is not yet outstanding because:

- At times, some staff do not recognise opportunities to challenge and extend children's interests and ensure that learning is always at the highest possible level.
- Sometimes, routines are not organised well enough. Some children become less engaged while they wait to go outdoors to take part in purposeful learning experiences.

What the setting needs to do to improve further

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

- provide children with an even greater level of challenge during activities, to help them make the best possible progress
- review and improve the organisation of routines to make the most of all opportunities to support children's learning, particularly for those who prefer to learn outdoors.

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 checked a sample of documentation, including attendance records; accident, risk assessment and incident records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the management team.
- The inspector completed a joint observation with the regional childcare professional.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff keep up to date with changes in safeguarding legislation. They have a clear understanding of their responsibilities to report any concerns they may have regarding a child's welfare. Managers follow effective recruitment procedures to help ensure staff suitability. Managers monitor and track children's learning closely. They help staff provide one-to-one support for all children who require extra input or who have special educational needs and/or disabilities. This helps ensure outcomes for all children are good. Managers regularly monitor the quality of teaching. They support their staff well through coaching and individual meetings, to help develop their knowledge and skills. Managers and staff are committed to their ongoing professional development. For example, through targeted training, staff enhanced their understanding of supporting children's development. Managers work extremely well with other professionals, to help secure continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff complete a range of observations and assessments of children's learning. They use this information effectively to plan for their next stages in development. Staff focus well on supporting children's language and communication. For example, they speak clearly to younger children, engage older children in conversation, and model new words such as 'encyclopaedia' and 'factual'. Staff encourage children to be imaginative. For example, younger children pretend to make tea, while older children delight as they share they are 'ballerinas' or 'train drivers'. Staff provide many opportunities for children to develop their early reading skills. For example, children retell their favourite stories, learn to sequence events and anticipate what will happen next during interactive reading sessions. Staff use additional funding well, such as buying resources to encourage children's physical skills.

Personal development, behaviour and welfare are good

Children form good emotional attachments with staff, who help them to feel happy and ready to learn. Staff support children's physical abilities well. For example, younger children confidently explore, and older children dig and balance on logs. Staff talk to all children about risks and how to keep themselves safe. They help children to gain a good knowledge and understanding of similarities and differences. For example, children celebrate different festivals, such as Diwali, and learn about other cultures and faiths.

Outcomes for children are good

All children are well prepared for the next stage of their learning. For example, older children enjoy writing their names and younger children identify letters and the sounds they make. All children develop good mathematical skills. For instance, they sing counting songs, and match and sort objects. Children are confident and independent.

Setting details

Unique reference number	EY491583
Local authority	South Gloucestershire
Inspection number	1086456
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 - 5
Total number of places	82
Number of children on roll	172
Name of registered person	Happy Days Day Nurseries Limited
Registered person unique reference number	RP900845
Date of previous inspection	Not applicable
Telephone number	01179 798 953

Happy Days Nursery Cheswick registered in 2015. The nursery is located in the Cheswick village area of Bristol. It opens Monday to Friday from 7am to 7pm, all year round, except for bank holidays and one week at Christmas. The provider employs 31 members of staff. Of these, 26 hold relevant childcare qualifications at level 2 or above, including 13 staff with a level 3 qualification and four with a level 5. The provider receives funding to provide free early education for children aged two, three and four years.

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