

# Happy Days Nursery

104 Gordon Street, Scarborough, North Yorkshire, YO12 7RX



## Inspection date

23 October 2017

Previous inspection date

9 February 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The provider, manager and staff do not ensure that areas where children play are organised safely and are suitable for use.
- Risk assessments are not effective and staff do not identify hazards quickly enough.
- The provider fails to implement the nursery's policy for the use of mobile phones and on occasions, has allowed staff to take their mobile phones into the playrooms.
- The provider has not ensured that there is a named deputy in place who is capable and qualified to take charge in the manager's absence.
- Children are not always best supported to reach to their full potential. The provider has not ensured that staff have carried out precise assessments of children to accurately plan targeted experiences and opportunities to support their next steps in learning.
- Staff have not been consistent in carrying out the required progress check for children aged between two and three years.

### It has the following strengths

- Parents comment that they are happy with the service provided. They report that their children look forward to days when they attend the nursery.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure the premises and equipment are organised in a way that meets the needs and interests of all children	06/11/2017
■ ensure that risk assessments identify aspects of the environment that need to be checked on a regular basis to remove or minimise risks and hazards to children	06/11/2017
■ ensure all persons working with the children implement the mobile phone policy	06/11/2017
■ ensure that there is a named deputy in post, who is capable and qualified to take charge in the manager's absence	06/11/2017
■ ensure that staff consistently assess children to determine their level of development when they start and continually check their progress, including carrying out a progress check for children aged between two and three years.	06/11/2017

### Inspection activities

- This inspection was carried out as part of a risk assessment process, following information received by Ofsted.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The management team fail to organise and ensure that the playrooms that have recently been decorated are safe and suitable for children to use. For example, staff take children into the playrooms that have chairs, storage boxes and toys stacked on top of tables. Staff do not undertake robust risk assessments. For example, in the baby room, a radiator cover is not secured to the wall and screws protrude from the top. The nursery has a policy for the non-use of mobile phones. However, the provider does not adhere to this and in the past has allowed two members of staff to take their mobile phones into the playrooms. The provider has also failed to ensure that there is a named deputy in place who can take charge in the manager's absence. These breaches in the requirements have a significant impact on children's safety and welfare. Staff do have a sound understanding of the child protection procedures. They know how to report any concerns about the welfare of a child or inappropriate conduct displayed by other members of staff. Recruitment and induction procedures are robust. Staff receive training and have recently developed their knowledge of how to identify extremist behaviour to safeguard children.

### Quality of teaching, learning and assessment requires improvement

Staff are well qualified. However, there has been a period of time where they have not assessed children's development sufficiently to help them effectively and swiftly identify and address any delays or gaps in their learning. This includes the progress check for children aged between two and three years. That said, staff support children's communication and language skills. They hold conversations with children to extend and develop their vocabulary. Staff encourage children's creativity well. For example, young children enjoy singing songs. Older children use clay to make candle holders and thoroughly enjoy using natural materials to create witches' broomsticks. Staff promote children's good coordination as they use cutters and rollers to mould play dough.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a significant impact on children's safety, welfare and personal development. However, ratio requirements are maintained and staff ensure that children are supervised at all times. Staff gather important information from parents to meet children's individual needs on entry. For example, they know about children's individual dietary requirements, medical needs and respect parent's wishes with regard to food preferences. Staff follow appropriate routines, such as wearing disposable gloves and aprons during nappy changes. They support children's awareness of healthy practices. For example, they teach children about personal hygiene. Staff ensure that children have opportunities for daily outdoor play. Older children show great excitement as they prepare for a visit to the beach.

### Outcomes for children require improvement

The weaknesses in assessment processes mean that teaching is not always as effective as possible and children do not make enough progress. However, they do develop some suitable skills for the next stages in their learning and the move on to school. For example,

older children use mathematical language through their play as they count and compare sizes of objects. They are developing early writing skills as they use a variety of tools and media to make marks and patterns. Babies are fairly confident. They can select toys and resources with support. Toddlers show an interest in books as they select these independently and also enjoy listening to staff read.

## Setting details

<b>Unique reference number</b>	400119
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1115676
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	35
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Moira Cheryl Willgrass
<b>Registered person unique reference number</b>	RP512282
<b>Date of previous inspection</b>	9 February 2015
<b>Telephone number</b>	01723 500749

Happy Days Nursery registered in 1988. The nursery employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, eight hold appropriate early years qualifications at level 3, three hold appropriate early years qualifications at level 2 and one is unqualified. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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