

# Happidayz Nursery

Albert Street, Masbrough, Rotherham, South Yorkshire, S60 1HH



## Inspection date

3 January 2018

Previous inspection date

17 August 2017

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

## Summary of key findings for parents

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

- Assessments of children's learning are not precise enough. This means that not all children are provided with sufficient challenge to make good progress in their learning.
- Although practitioners have effective systems in place for communicating with parents, they do not consistently share ideas about how children's individual next steps in learning can be supported at home.

### It has the following strengths

- Practitioners are proactive in working with the local authority advisory service to continually improve the provision on offer to children and their families.
- Since the last inspection, the manager has implemented many changes that are ongoing and is making steady improvements to the quality of the nursery. The manager has used self-evaluation and devised action plans to help them prioritise areas for improvement and target ways to further increase the knowledge of all the practitioners.
- Children's independence is effectively promoted in all that they do. They learn self-help and social skills from an early age and this helps to prepare them well for their eventual move on to school.
- Children behave very well. Practitioners use a range of strategies to support children's behaviour and are consistent in their approach. Children play alongside each other, take turns and listen well to practitioners.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- improve how accurately practitioners observe and assess children's learning, to consistently identify where children are in their development and to plan precise and challenging next steps for their individual learning, so that they make good progress. 03/03/2018

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

- build on the current system for communicating with parents and consistently offer ideas about how to support children's individual next steps in learning at home.

## Inspection activities

- This inspection took place following Ofsted's risk assessment process. The inspector observed activities and the quality of teaching in the playrooms and outdoor play areas, and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Susan Riley

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. All practitioners have attended training, relevant to their level of responsibility, to help them to understand how to protect children. The premises is secure and safe. All the necessary documentation is in place for the safe management of the provision. The new manager has implemented clear action plans and targets for further improvements. These are beginning to have a positive impact on the overall quality of the provision. The manager has begun to monitor and improve the quality of teaching. However, the changes are not yet fully embedded into regular daily practice. Therefore the quality of teaching is variable. Children are continually supervised and ratios are maintained as practitioners are deployed well in the indoor and outdoor play areas. Practitioners ensure that risk assessments, including those for children's outings, are sufficient and that all areas of the nursery are clean and safe for children. Parents share very positive views about the provision. They comment on the good communication and the friendly practitioners.

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

Practitioners observe children as they play and have a general overview of their development. However, they do not take into account children's individual needs when planning activities, to motivate them to make the best possible progress. Some adult-led activities do not inspire children and expectations do not match their different stages of development. That said, children enjoy their time at the nursery and confidently involve practitioners in their play. Older children join with their friends to engage in pretend play.

### Personal development, behaviour and welfare are good

Practitioners have created a stimulating environment with a wide range of resources from which children confidently choose. Children form secure attachments to practitioners which helps to support their emotional well-being. Practitioners are attentive to children's care needs, and work with parents to help children settle and play happily. Children learn how to manage risks as they play and how to use tools and equipment safely. All children follow appropriate hygiene routines and are effectively supported to manage their own self-care. Children enjoy balanced and nutritious home-cooked meals and plenty of exercise outdoors. Fresh drinking water is readily available for all children. Practitioners help children to learn about each other's backgrounds and about diversity, for example, through activities and exploring various resources.

### Outcomes for children require improvement

Weaknesses in assessment and planning mean that children are not making consistently good progress from their starting points. However, older children enjoy their phonic sessions and they use their listening skills as they identify the different sounds being made. Toddlers make marks in paint using the dinosaurs. Babies develop their small-muscle skills as they play with dough or handle the different textured objects in the treasure basket. Children are acquiring some skills in readiness for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	403395
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	1120099
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	108
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Tina Wynne Scully
<b>Registered person unique reference number</b>	RP513610
<b>Date of previous inspection</b>	17 August 2017
<b>Telephone number</b>	01709 560 303

Happidayz Nursery registered in 2000. The nursery employs 16 childcare practitioners, all of whom hold appropriate early years qualifications, two at level 4, 11 at level 3 and three at level 2. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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