

# Happy Days Nursery Cheswick



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

<b>Inspection date</b>	28 February 2018
Previous inspection date	13 March 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Leaders have a clear plan and ambitious vision for the nursery. Self-evaluation is effective in continually identifying and addressing areas for improvement.
- Staff benefit from regular supervision and support from the manager. They have regular opportunities to enhance their professional development. This helps to maintain good outcomes for children.
- Children's behaviour is good. Staff give clear explanations and remind children of the boundaries and this helps children to understand why rules are in place.
- Planning is effective. Staff use children's individual interests to plan activities. They assess what children need to learn next and use this information to help children to make good progress from their starting points.
- Staff extend children's language skills well. Babies' and young children's vocabulary is developing quickly and older children are confident communicators who express their ideas and thoughts effectively.

### It is not yet outstanding because:

- Although staff have good relationships with parents, they do not consistently exchange enough information to help parents fully understand the learning taking place.
- Occasionally, discussions among staff interrupt good-quality interactions with children. At these times, staff do not make the best use of opportunities to fully extend children's learning and some children lose focus.

## What the setting needs to do to improve further

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

- explore even more ways to successfully share information about children's learning and development with parents
- review the way in which staff communicate with one another, to limit the breaks in interactions with children, to ensure children continue to be challenged well and remain focused on their play and learning.

### Inspection activities

- Leadership and management discussions took place with the nursery manager and care and education area manager at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed activities and staff's interactions with children in the rooms and the outside learning environments.
- The inspector looked at documentation, including a sample of children's records and planning records. She reviewed the nursery's self-evaluation and checked evidence of the suitability of staff and students.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and through sampling documentation.
- The inspector completed a joint observation with the manager of the nursery.

### Inspector

Dominique Allotey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate a good understanding of child protection and know the reporting procedures should they have a concern about a child's welfare. The manager monitors the curriculum and staff's assessments of children's learning effectively. This helps to ensure consistently good-quality teaching across the nursery. Collectively, leaders monitor the progress of different groups of children very well and they identify and close gaps in their knowledge. For example, they strengthened the provision for teaching children about technology and children use talking pegs and programmable toys with interest. Through rigorous recruitment procedures and the programme for induction, leaders ensure that staff fully understand their roles and responsibilities.

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

Staff capture children's starting points well and provide a wide range of activities to extend their learning. Staff build on children's imagination and reading skills in preparation for starting school. For example, staff read stories about dinosaurs and plan follow-on role-play activities for children on the theme of dinosaurs. Staff help to build on children's mathematical skills, for example, encouraging children to count as they build with wooden materials. Staff promote children's social skills during daily routines. For example, they talk and sing to babies as they change their nappies. Staff help children to learn through a good mix of individual play and adult-led activities.

### Personal development, behaviour and welfare are good

The key-person system works well. Children's emotional well-being is well supported and they develop close relationships with staff. Staff teach children about the importance of good hygiene. For example, they teach children to wash their hands effectively and support them well to be independent in their self-care. Children have good opportunities to access the outdoors. They thoroughly enjoy being in the fresh air and participating in active play. This promotes their health and well-being. The nursery is kept clean and well maintained, helping to ensure stimulating learning environments for children. Staff teach children to keep themselves safe. For example, they practise emergency evacuation procedures to help ensure they can quickly and safely leave the building in the event of a fire.

### Outcomes for children are good

All children are developing the skills they require for their future learning and the eventual move on to school. Children are confident learners who concentrate well overall during activities. Children's personal, social and emotional development is progressing well. They are keen to play and explore. They make friends easily and show good attitudes to learning. Children respect one another's thoughts and opinions. They have a good understanding of similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	EY491583
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1126041
<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 - 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Happy Days Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900845
<b>Date of previous inspection</b>	13 March 2017
<b>Telephone number</b>	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 38 members of staff. Of these, 24 hold relevant childcare qualifications at level 2 or above, including 13 staff at level 3, one at level 5 and five at level 6. The provider receives funding to provide free early education for children aged two, three and four years.

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