

Happy Days Nursery

The Annunciation Church Hall, Coleman Street, Brighton, BN2 9SQ



Inspection date

12 April 2018

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

- Key persons understand well the progress that children have made and use their knowledge of children's individual traits to plan activities that encourage their development towards carefully considered targets.
- Parents know the progress their children make and feel involved in children's learning. Staff communicate well with parents and they work together to establish consistent care routines to support children's development.
- Children, including those who speak English as an additional language, make good progress from their starting points. When necessary, staff work well with external agencies to support this further and children's speech quickly progresses.
- Staff teach children well about ways to be healthy. For example, older children understand the reasons for hygienic practices, such as washing hands before meals.
- Managers effectively support staff to improve their knowledge and skills. Where staff have enhanced their qualifications, they skilfully use their training to enhance the quality of their practice and to implement new ideas.

It is not yet outstanding because:

- Managers do not robustly monitor the rates of progress made by different groups of children to fully inform evaluations of how children's needs are being met.
- There are times when staff miss opportunities to extend children's learning and encourage the use of problem-solving skills.

What the setting needs to do to improve further

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

- enhance further the scrutiny in which progress made by different groups of children is monitored, to help ensure all children meet their full potential
- improve teaching skills to ensure consistently high standards, including greater use of techniques to promote children's problem-solving skills.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers have implemented strong safeguarding policies which arise from their confident knowledge of the risks that exist for children. They successfully ensure that staff are confident in their understanding of how to recognise if a child's welfare is at risk and the action to take if a concern arises. Managers assess the risks in the setting robustly, and they actively ensure staff follow the effective procedures to keep children safe. Managers show determination to enhance the provision. For example, they recently improved the provision for teaching children mathematics. As a result, staff are continually bringing mathematics into play, such as counting blocks when toddlers build towers. Managers monitor staff performance well. They note where staff need to move forward and target these areas with input, including the use of group training sessions.

Quality of teaching, learning and assessment is good

Staff focus well on children's individual interests. For example, when older children enjoy playing with construction kits they use this to teach early literacy and numeracy skills. Staff support the development of language well. For example, they model and reinforce vocabulary at an age-appropriate level. They support babies to turn their sounds into words and skilfully teach older children to use well-structured sentences. Staff effectively promote diversity. Children experience languages from around the world verbally and in written form. Staff celebrate children's individual backgrounds. For example, parents come in to teach aspects of their important celebrations by sharing customs and food. Staff successfully tackle gender stereotypes. For example, they ensure that boys and girls enjoy the same activities.

Personal development, behaviour and welfare are good

Staff form strong relationships with children, who show that they feel safe and secure in the setting. Children from babies through to pre-schoolers play with confidence and independence. Staff successfully promote positive behaviour. For example, older children discuss the meaning of persistence and proudly share stories about how they succeeded when they kept trying hard. Staff promote the development of social skills well and successfully promote turn taking and sharing. Staff prepare children emotionally for their moves to other settings, including school. For example, when children have concerns about wearing school uniforms, staff plan activities such as dressing-up games to address these.

Outcomes for children are good

Children are well prepared for the next stage in their learning. Babies, toddlers and pre-schoolers all make choices about the activities they want to participate in and select resources. Children show an enjoyment of books, with older children discussing what is happening in the stories. They bring writing into their play, such as eagerly writing the first letters of their names in sequins or using pens to make marks that they refer to as words or pictures. Children show physical confidence and safely tackle the challenges they meet as they climb in the garden or use the soft-play area.

Setting details

Unique reference number	EY499591
Local authority	Brighton & Hove
Inspection number	1052298
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 - 4
Total number of places	46
Number of children on roll	82
Name of registered person	Hazel Anne McLeod
Registered person unique reference number	RP900226
Date of previous inspection	Not applicable
Telephone number	01273 694447

Happy Days Nursery opened in 1988 and it re-registered in 2016. It is located in the Hanover area of Brighton, East Sussex. The nursery is open each weekday from 8am to 6pm all year round, excluding bank holidays and Christmas. The setting can also care for older children out of school hours. The provider receives funding to provide free early education for children aged two, three and four years. There are 15 members of staff. Of these, 13 hold appropriate early years qualifications, including one member of staff who has early years teacher status.

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