

# Happy Days Private Day Nursery

Fields Rise, Kirkheaton, Hudds, HD5 0LZ



## Inspection date

17 May 2018

## Previous inspection date

17 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The provider closely monitors children's development. She quickly identifies children who are not making typical progress and plans effectively to help them catch up. Children who have special educational needs (SEN) and/or disabilities receive exceptional support and make rapid progress.
- The key-person approach works well to engage parents in their children's learning. Parents contribute to initial assessments of children's starting points on entry. Staff keep them informed about their children's progress.
- Staff prepare children well for the move on to school. Daily routines in the pre-school room reflect those that children will experience in school. Staff encourage children to share their worries about going to school. They support children to be independent in personal care routines, such as fastening their coat and shoes.
- Staff work closely with parents to implement consistent strategies to promote good behaviour and regular attendance. They use simple rules and boundaries to help children understand what is and is not acceptable behaviour.

### It is not yet outstanding because:

- On occasions, the provider does not successfully communicate the wealth of information that is available to parents. As a result, she does not always keep them as well-informed as possible about how to continue children's learning at home.
- The provider does not use her findings from evaluation of staffs' practice as effectively as possible to enhance their teaching skills to the highest level.

## **What the setting needs to do to improve further**

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

- strengthen communication with parents so that they are better informed about the wealth of information that is available to them
- use the findings from evaluation of staffs' practice more effectively to precisely target their individual training needs and help them raise their teaching to the highest level.

### **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 spoke with staff and children during the inspection.
- The inspector completed joint observations with the nursery manager and deputy.
- 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 parents during the inspection and took account of their views.

### **Inspector**

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

The provider reviews staffs' practice and seeks the views of parents. Parents value the care and learning staff provide. Following their feedback, the provider now displays the weekly menu, and toddlers and pre-school children now have a star of the day award. Overall, the provider uses training well to help staff continually improve the educational experiences for children. For example, staff provide many opportunities for children to learn in the outdoor environment. They monitor the growth of vegetables they have planted and dig them up so that the nursery chef can cook them. Safeguarding is effective. The provider ensures staff keep up to date with changing guidance and legislation through staff meetings. Staff demonstrate a good knowledge of the signs and symptoms of abuse and the procedures to follow if they have concerns.

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

Staff complete accurate assessments of children's learning and development. They use the information effectively to plan a good balance of child-initiated play and adult-led learning. Children enjoy activities in their key groups, which targets their interests and focus on the next steps in their learning well. For example, pre-school children learn about people who are there to help them. Staff help them to make connections to their first-hand experiences, such as visiting the doctor and hospital. Children are keen to share how they sustained minor injuries during play. Staff skilfully use a range of strategies that helps to promote children's early communication. They use pictures and resources well to help children to convey what they want and to understand instructions. Staff engage children in lively story sessions, encouraging them to join in with familiar rhymes and phrases.

### Personal development, behaviour and welfare are good

Children enjoy their time in the nursery. They settle easily and build secure relationships with staff and other children. Staff are attentive and caring. They cuddle and reassure children to support their emotional well-being. Staff implement effective risk assessments and supervise children well to keep them safe. They support children in risky play so that they begin to identify hazards and manage risk well for themselves. For example, children learn to balance on logs and climb safely. Staff are excellent role models. They teach children to behave well, use good manners and to consider the feelings of others.

### Outcomes for children are good

All children make good progress from their starting points. During discussions in small-groups activities children talk about their family and friends, and develop good social skills. They are confident and have high levels of self-esteem. Children learn about other people and their wider community through stories and imaginative play. Children begin to develop early mathematical and literacy skills. They identify numbers and shapes, and start to write familiar letters. Children attain a wide range of skills and these helps them to be ready for the move on to school.

## Setting details

<b>Unique reference number</b>	EY403478
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1088098
<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>	56
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Happy Days Kirkheaton Ltd
<b>Registered person unique reference number</b>	RP529437
<b>Date of previous inspection</b>	17 April 2014
<b>Telephone number</b>	01484 541529

Happy Days Private Day Nursery registered in 2009. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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