

Happy Days Nursery

104 Gordon Street, Scarborough, North Yorkshire YO12 7RX



Inspection date	22 August 2018
Previous inspection date	9 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- There have been substantial improvements since the last inspection. The management team and staff demonstrate a dedicated commitment to making ongoing improvements. They seek the views of staff, parents and children, and set clear targets to make positive changes for children.
- The staff have a good understanding of how children learn. They complete robust observations of children's learning. Staff deliver a broad and well-planned curriculum that reflects children's interests well. Children are interested in their learning.
- Children are happy and confident in the welcoming environment. They settle quickly and have developed strong bonds with the staff, and clearly feel safe and secure.
- Partnerships with parents are good. Staff work closely with parents to establish what children know and can already do, and share ideas to support learning at home.
- Partnerships with other professionals are good and transitions are supported effectively. The move into and through the setting and on to school is planned effectively to support children's emotional well-being.

It is not yet outstanding because:

- Sometimes, staff do not consistently give children plenty of time to respond and to develop their listening skills and understanding in communication and language fully.
- Some activities, such as story time, are disrupted by other older children playing nearby, which causes some children to become distracted and lose concentration.

What the setting needs to do to improve further

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

- improve the teaching methods for communication that give children time to respond, that help them listen and promote their language skills further
- minimise distractions during planned activities to help older children fully engage in their learning and make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She discussed children's progress with the manager, staff and parents. The inspector also carried out two joint observations with the manager.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures, and risk assessments.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well and understand wider safeguarding concerns. Risk assessments are robust and all areas of the premises are safe, secure and fit for purpose. There are robust recruitment and vetting procedures in place. The manager is passionate about the staff developing their full potential. She offers plenty of training opportunities, regular supervisory sessions and team meetings to enhance their skills further. Staff observe each other and consider the characteristics of effective teaching and learning. This helps to monitor their practice and children's learning. Monitoring using consistent action plans by the manager is concerted and effective.

Quality of teaching, learning and assessment is good

Overall, good teaching, personalised learning experiences and close monitoring allow all children to make good progress. Qualified staff use their good understanding of child development to plan a wide range of enjoyable, interesting and exciting learning opportunities which keeps children motivated to learn. Younger children are fascinated as they handle soap dough and are excited as they explore the sensory experience. Toddlers discover the different sounds of musical instruments and move their bodies in different ways as they join in with the actions and words to songs. Staff skilfully build on children's interest in literacy and plan exciting activities based on their favourite stories. For example, older children explore planets, they learn planet names and confidently discuss the features they have observed. This helps promote their understanding of the world.

Personal development, behaviour and welfare are good

Staff provide a friendly, nurturing and inviting environment where children thrive. They support children's emotional development well and take time to get to know all children and their families. Flexible settling-in sessions help children to develop a strong sense of belonging. Children are supported well to learn about healthy lifestyles. They enjoy healthy and nutritious meals and snacks, and enjoy being physically active outdoors. Staff follow a clear and consistent approach so children know what is expected of them. They respond to this positively and behave well.

Outcomes for children are good

Children make good progress from the time they start at the nursery. Older children learn to recognise and write their name. Toddlers make marks on paper and in dough. Babies explore the exciting sensory environment with confidence. Children develop good relationships and play harmoniously together. All children have positive attitudes towards their learning and are well prepared for their next stage in learning, such as school.

Setting details

Unique reference number	400119
Local authority	North Yorkshire
Inspection number	10067574
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	32
Number of children on roll	42
Name of registered person	Willgrass, Moira Cheryl
Registered person unique reference number	RP512282
Date of previous inspection	9 April 2018
Telephone number	01723 500749

Happy Days Nursery registered in 1988. The nursery employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, seven hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. 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 three- and four-year-old children.

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