

# Happy Jays Nursery

Audax Close, York YO30 4RA



<b>Inspection date</b>	19 November 2018
Previous inspection date	1 May 2018

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

- The leadership team is focused and ambitious for the nursery. The team has successfully addressed all the actions raised at the previous inspection. For example, they regularly check the environment for risks and take appropriate action to reduce the possibility of harm to children.
- Children behave very well. Effective explanations from staff ensure that children are learning to understand the needs of others and the reasons for any boundaries. As a result, they are able to show consideration for their peers.
- The key-person system is implemented well. Key persons and their buddies build friendly and trusting relationships with parents and children. They make sure that children's care and learning needs are met.
- Staff are well qualified and have good opportunities to develop their skills further, through professional development. They use their knowledge effectively to promote children's all round development.
- Children who have special educational needs and/or disabilities are supported very well. Staff provide children with individually tailored support and develop effective partnerships with a wide range of other professionals. This supports a shared and consistent approach to children's learning and development.

### It is not yet outstanding because:

- Staff do not consistently offer a range of opportunities to inspire older children to practise their independent writing skills in the different areas where they choose to play.
- On occasion, staff do not always allow children enough time to respond to the questions they ask, to allow them to think things through for themselves.

## What the setting needs to do to improve further

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

- provide more opportunities to inspire older children to practise their independent writing skills during their play
- extend the already good teaching practices so staff allow children more time to respond to their questions.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the managers.
- The inspector spoke with staff and children during the inspection.
- The inspector held meetings with the registered provider and nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

**Inspector**  
Shirley Maynard

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The managers and staff have a very secure understanding of the procedures to follow if they have concerns about a child's welfare or development. Staff demonstrate a good understanding of the nursery's procedures and implement these well to help to protect children from harm. Appropriate vetting procedures help to ensure staff are suitable. There are effective systems in place to develop the quality of teaching, including observations of staff's practice and robust analysis of children's progress. Managers act on the views and comments of parents and other professionals to maintain a good service. Parents speak highly of the good progress their children make and the warm welcome they and their children receive.

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

Staff know children well and they plan activities to support their individual learning needs. They regularly assess and monitor children's progress. This means that any differences in learning are quickly identified and addressed. Children extend their imaginations as they excitedly incorporate toy animals when reading stories. Children are encouraged to think critically and solve problems. For instance, they work together to place bricks in the correct order of size. Staff use these opportunities to extend children's mathematical skills. They talk to children about concepts, such as 'tall' and 'short'. Toddlers join in with counting songs and learn to say numbers in order as they count objects. Staff encourage older children to be inquisitive as they add different natural objects to liquids and discuss interesting aromas, such as cinnamon and lavender.

### Personal development, behaviour and welfare are good

The nursery is clean, homely and inviting. Each room has been carefully planned to suit the age and stage of development of children. Children are provided with a range of good-quality toys, resources and natural materials. Staff value children's ideas and praise their achievements, building high levels of self-esteem. Babies and young children sleep peacefully in comfortable surroundings. Staff regularly check on them to ensure they are safe and well. Staff promote children's physical well-being well. All children engage in routine hygiene practices and learn how to keep healthy and safe. Older children demonstrate a good understanding and describe the reasons why they must wash their hands before eating. Staff provide an inclusive environment in which children learn to value differences. For, instance, children engage in a range of activities and resources to support their growing awareness of the wider community.

### Outcomes for children are good

Children are confident and demonstrate that they feel safe and secure. They arrive happy and are keen to access the good range of resources on offer. Babies babble excitedly as they try various sensory experiences. Older children learn to identify the letters in their name and take pleasure in choosing their favourite books. They develop key skills in readiness for school and their future.

## Setting details

<b>Unique reference number</b>	EY549329
<b>Local authority</b>	York
<b>Inspection number</b>	10084493
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	104
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	First For Childcare 3 Limited
<b>Registered person unique reference number</b>	RP549905
<b>Date of previous inspection</b>	1 May 2018
<b>Telephone number</b>	01904479261

Happy Jays registered in 2017. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above, including one staff member who holds qualified teacher status. The nursery opens from Monday to Friday, all year round, from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

