

Happylands Nursery/Playgroup

Harrogate Road Methodist Church, Harewood Road, RIPON, North
Yorkshire HG4 1TG



Inspection date	20 February 2019
Previous inspection date	20 June 2016

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

This provision is good

- Staff are involved in a programme of ongoing supervision, training and professional development. Staff are knowledgeable and supported, and overall promote children's learning well.
- Children are provided with constant praise and encouragement. This helps to enhance their self-esteem and effectively develop their personal, social and emotional skills.
- The special educational needs coordinator works closely with parents and other professionals. This helps to promote a collaborative approach to meet the individual emotional needs of children.
- Staff's good teaching skills motivate children to learn. For example, they encourage children's early mathematical skills as children learn to count and talk about shapes and colours during activities. Children make good progress in their learning.
- Effective settling-in practices are in place. Staff gather relevant information from parents to ensure that their child's individual needs are well known prior to them starting. This helps to support children's emotional well-being effectively.
- There is some inconsistency in the use of information from observations and the identification of children's next steps in learning and development.
- Although staff communicate with parents daily, parents are not as well informed about the activities planned to help children to progress further.
- Although staff use self-evaluation to help improve practice, they do not fully include the views of all parents in this process to help to identify and plan further priorities for improvement.

What the setting needs to do to improve further

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

- make better use of information from observations to clearly identify children's next steps in learning and plan activities to support more rapid progress of children's development
- offer more opportunities for parents to take an active role in promoting children's future learning
- include the views of parents more effectively in the setting's evaluation process.

Inspection activities

- The inspector spoke with staff and children during the inspection. She held a meeting with the nursery manager and looked at relevant documentation, including the evidence of the suitability of staff working in the nursery.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector discussed the nursery's self-evaluation and the impact this has on the setting.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies. The inspector carried out a joint observation with the manager.

Inspector
Kerry Holder

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have attended safeguarding training and are aware of the correct reporting procedures, should they have a child protection concern. All staff have worked in the nursery for many years. They are well qualified and experienced. Staff evaluate and identify areas for development. Staff practice is effectively monitored and improvements are continuously made to the learning experiences available to children. Staff have developed good links with the local primary schools and understand the importance of working in partnership with other settings that children attend.

Quality of teaching, learning and assessment is good

Overall, staff provide interesting activities and a challenging environment. For example, children enjoy exploring play dough. They role play as they bath their baby dolls. As they play, staff engage children in conversations, asking questions to encourage them to think critically. Staff in the room for younger children, make good use of opportunities to repeat children's language and introduce new words. This helps children, including children who speak English as an additional language, to make good progress in their communication and language skills. Older children enjoy group time where staff encourage them to take turns and listen to others. Children's literacy skills are effectively promoted. A good range of books is easily accessible and children enjoy listening to stories. Staff motivate children to join in with repeated phrases and actions and encourage children to anticipate key events in the story. Overall, regular assessments of children's learning demonstrate that they are making good progress.

Personal development, behaviour and welfare are good

Children are warmly welcomed into a friendly and stimulating environment where they can safely explore indoors and outside. They have free access to a wide range of toys and resources. During daily routines, staff encourage children to be independent where possible. For example, children help to cut up their own fruit for snack and put on their coats and wellington boots for outdoor play. Staff support children's good health and their physical well-being effectively. For instance, staff provide daily activities in the stimulating outdoor area, to help ensure children benefit from lots of fresh air.

Outcomes for children are good

All children, including children who speak English as an additional language and children with special educational needs and/or disabilities, make good progress in their learning and development. Children actively take part in activities and are confident in readiness for school. For example, they develop their early reading skills as they recognise their names. Children problem solve as they complete jigsaws. They learn to respect people's differences as they explore and celebrate their own cultures and learn about the beliefs of others. Children are confident, independent and emotionally well prepared for their next stage in learning.

Setting details

Unique reference number	EY493426
Local authority	North Yorkshire
Inspection number	10076557
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	31
Name of registered person	Burdass, Rosemary Elizabeth
Registered person unique reference number	RP907156
Date of previous inspection	20 June 2016
Telephone number	07899826813

Happylands Nursery/Playgroup re-registered in 2015. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 4 or above. The nursery opens from 8.30am until 3.30pm, Monday to Friday, term time only. It provides funded early education for two-, three- and four-year-old children.

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