

Happy Days Childcare

Sycamore Path, Stradishall, NEWMARKET, Suffolk CB8 9YD



Inspection date	7 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The provider reflects on the service she provides, including gathering the views of parents and staff. This helps to identify improvements to make, to continually benefit all children.
- Children build secure bonds with staff. This has a positive impact on their emotional well-being. Children of all ages demonstrate that they are happy, settled and comfortable in the setting.
- Staff know the children well. They regularly assess children's level of development and use this information to target children's ongoing learning. For example, staff use small-group activities to help support children's social skills. This helps children to increase their confidence.
- Children have very good opportunities to develop their physical skills. For example, they climb and balance, and use soft mats to roll, jump and run on. Children learn about the world around them, for instance, as they take part in 'Woodlands Wanderers' at the local woods. Staff pay close attention to health and safety. They are vigilant and complete regular checks to ensure that all areas used by the children are safe and suitable.
- Staff have established good links with the local primary school. They are committed to working together with staff to help support children with their move on to school.
- Staff do not always provide children who prefer to learn and play outdoors with the best possible opportunities to enhance their early reading and writing skills.
- Although staff do engage with all parents to support children's learning in the setting and at home, partnership working is not yet fully effective in all cases.

What the setting needs to do to improve further

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

- enrich the range of activities for children who prefer to play and learn outdoors, to extend their learning to the highest levels
- strengthen partnership working with parents and develop highly successful strategies that engage all parents in their child's learning in the setting and at home.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Karen Harris

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know how to identify signs that a child may be at risk of harm and they understand the wider issues surrounding child protection. They are fully aware of what to do should they have any concerns about children's welfare. The provider carries out suitable recruitment procedures for new staff. Staff complete a thorough induction, which supports them in their role. The provider and senior staff regularly monitor staff's performance. They provide guidance and additional support to help raise the quality of staff's practice. Staff have opportunities to learn from each other and identify training to continue their professional development. The management team closely monitors and reflects on all children's progress. It implements effective strategies to manage any identified gaps in learning.

Quality of teaching, learning and assessment is good

Children enjoy spending time at the setting. Babies actively explore their surroundings and engage well in the wide range of opportunities. For example, they eagerly knock down towers, investigate musical instruments and enjoy looking at picture books. Staff support children to develop their communication skills. For instance, they sing rhymes and introduce new words as children play and explore. Staff sensitively repeat words back so that children can hear them pronounced correctly. They engage older children in activities well. For instance, staff skilfully introduce a narrative as children use figures, such as a wizard and knight, to find 'golden coins' hidden in the castle. Staff use good opportunities to incorporate numbers, counting and mark making into children's play. Children have fun and are motivated to learn.

Personal development, behaviour and welfare are good

Staff are good role models and are warm, friendly and polite. They supervise children closely to keep them safe. Staff help to prepare children well for their move from one room to the next. For example, they provide opportunities for children to become familiar with the new environment. Children follow good hygiene routines. They experience sociable mealtimes as they sit alongside their peers and staff. Staff effectively support children to adopt good table manners. Healthy eating is promoted well. Staff are aware of children's special dietary needs and allergies, and ensure that they serve food safely. They explain to children why others may eat different food. This helps children to learn about and value each other's similarities and differences.

Outcomes for children are good

Children successfully gain the skills they need to support their future learning, including their eventual move on to school. For example, they make friends and enjoy their play together. Children become more independent. For instance, they pour their own drinks. They develop their personal care skills well, relevant to their age and ability. Children freely access books indoors and enjoy listening to stories read by staff. They learn how to recognise their name in print. Older children have opportunities to identify items using letter sounds. All children make good progress in their learning, given their starting points and capabilities. Some children make significant progress throughout their time at the setting.

Setting details

Unique reference number	EY538799
Local authority	Suffolk
Inspection number	10090019
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	65
Number of children on roll	103
Name of registered person	Happydayschildcare(Suffolk) Ltd
Registered person unique reference number	RP538798
Date of previous inspection	Not applicable
Telephone number	01440820027

Happy Days Childcare registered in 2017 and is located in Newmarket, Suffolk. The setting employs nine members of childcare staff and a cook. Of these, eight hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The setting opens from 7am until 6.30pm, Monday to Friday, for 51 weeks of the year. It provides a breakfast and after-school club, and a holiday club, for school-age children. The setting provides funded early education for two-, three- and four-year-old children.

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