

# Happy Days Day Nursery Thornbury

2 Cooper Road, Thornbury, Bristol BS35 3UP



## Inspection date

Previous inspection date

17 April 2019

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

- Partnerships with parents are strong. Staff keep parents well informed about their child's progress and work in partnership with them to meet children's individual needs and extend their learning. This offers children good continuity of care.
- Staff plan an interesting range of activities and experiences for children in the attractive and stimulating nursery environment. This motivates children of all ages in their learning.
- Leaders have a clear and ambitious vision for the nursery. Self-evaluation is effective in reflecting accurately on the strengths and areas for further development. Leaders show a strong commitment to continually building on the good-quality care and learning they provide for children.
- Children behave very well. Staff are consistent in their expectations and use positive teaching techniques to promote good behaviour. This helps children to interact well with others.
- Leaders offer good guidance and support to staff. For example, staff have regular appraisals and undertake training to help them in their role. This helps develop staff's teaching skills and staff reflect on their practice well.
- Staff do not consistently tailor their teaching techniques, during group activities, to engage all young children fully.
- Occasionally, some older children find it more difficult to make choices in their free play and remain focused on their learning.

## What the setting needs to do to improve further

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

- ensure the youngest children are fully engaged during group sessions, taking into account their age, interest and level of understanding
- review free play sessions to help older children make more choices about what they would like to do and focus on what they are learning.

### Inspection activities

- Leadership and management discussions took place with the manager and other members of the leadership team at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed activities and staff interactions with children in all of the rooms and the outside learning environments.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, reviewed the nursery's self-evaluation documentation and checked the suitability of staff.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection and through sampling documentation.
- The inspector completed a joint observation with the manager of the nursery.

### Inspector

Dominique Allotey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand their responsibilities to protect children from harm. Leaders use regular opportunities, such as team meetings, to ensure staff know how to respond if they are concerned about a child in their care. Leaders implement a system to track the assessments made by staff of children's learning and development. This compares the progress of groups of children to identify gaps and trends in learning that need to be addressed. Leaders also use their tracking to identify any areas to develop staff teaching skills. For example, they quickly identified a need to enhance communication and language teaching and implemented additional support and training for staff, which helped raise the quality in this area. Staff work in partnership with schools to aid children's transition to starting school.

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

Staff capture children's starting points well and provide them with a range of activities to extend their learning both in the nursery and at home. For example, they use their knowledge of children's individual interests and skills and lend them learning packs for them to enjoy activities at home with their parents. Staff use accurate assessments to monitor children's progress. Key persons carefully plan from children's interests to help them achieve what they need to learn next. This improves outcomes for all children. Staff build on children's creativity. For example, staff set out resources and create calm atmospheres for babies and toddlers to explore a range of wooden, metal, real and sensory objects freely. Staff extend pre-school children's mathematical knowledge well in preparation for school. For example, children start to learn the difference between 2D and 3D shapes.

### Personal development, behaviour and welfare are good

Staff are friendly and welcoming. They form good attachments with the children and this helps them feel secure and settle well. Children follow instructions and socialise well with their peers. Staff boost children's self-esteem and promote their emotional well-being. For example, they regularly praise children and celebrate their achievements. Staff ensure that environments are well maintained and safe for children. For example, they robustly check all areas used by children to ensure there are no hazards or dangers. Staff promote healthy lifestyles and children delight in outdoor play. Children have very good opportunities to play outdoors in the stimulating gardens. Young children enjoy water play, they watch with interest as water they have poured travels down drain pipes. Older children enjoy group stories outdoors. Staff provide children with healthy snacks and meals and children's individual dietary needs are catered for well.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in all areas of learning. Children are developing a good range of skills they need for their future learning and the eventual move to school, including taking turns and sharing. Children have good independence skills and can do many things for themselves. Young children can confidently count to eight. Older children show a range of practical life skills, for example, they scrape their plates after mealtime.

## Setting details

<b>Unique reference number</b>	EY542365
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10089620
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	81
<b>Number of children on roll</b>	173
<b>Name of registered person</b>	Happy Days Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900845
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01872 511180

Happy Days Day Nursery Thornbury registered in 2016. It is situated in the Thornbury area of South Gloucestershire. It operates 7.00am to 7pm, all year round. The nursery employs 26 members of staff, of whom three have relevant qualifications at level 6, 13 have relevant qualifications at level 3, three have relevant qualifications at level 2 and seven are unqualified. The nursery is in receipt of early education government funding for some two, three and four year olds.

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