

Happy Days Bodmin Integrated Neighbourhood Nursery



Berrycoombe C P School, Berrycoombe Vale, Bodmin, Cornwall PL31 2PH

Inspection date	16 April 2019
Previous inspection date	8 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Staff working with the older children do not have a suitable understanding of how to engage with children to extend their learning to support them to make the progress of which they are capable.
- The monitoring of children's progress is not consistently precise and accurate. Assessments do not always reflect children's true capabilities.
- Staff do not consider children's needs and interests during group times. At times, staff interrupt children's play to move them on for changes to routines. This unsettles children and prevents them from finishing their chosen activity.

It has the following strengths

- Self-evaluation is accurate. The new manager is aware that some areas of the setting need improvement. However, this has not yet had an impact on the service provided.
- Staff work well with children's parents. They engage them in supporting their children's learning at home. Children are confident and happy, they develop secure relationships with their key persons.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide staff with the support needed to raise the quality of teaching to a consistently good level, with particular regards to the staff working with older children	07/05/2019
ensure that assessments of children's progress are accurate and precise, to reflect children's true capabilities.	07/05/2019

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

- review the planning of group activities to ensure that children are engaged and motivated to learn, with particular regard to the older children
- review the organisation of routines, to prevent interrupting children's play and to allow them time to finish their chosen activity.

Inspection activities

- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedure and risk assessments.
- The inspector held a leadership and management meeting with the manager and leader and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the leader. She took into account the views of the parents spoken to on the day of the inspection.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders and the new manager follow robust procedures to help them recruit staff who are suitable. Staff have regular support from the leadership team, such as through supervision meetings and internal training. However, some staff need additional support to raise the quality of their teaching. Staff working with the older children struggle to keep children engaged in learning and they do not plan group activities well to consider the children's needs and interests. Leaders and staff understand child protection matters and the procedures that they must follow if they have concerns about a child's welfare. The arrangements for safeguarding are effective. Leaders and staff have developed some secure partnerships with other professionals to support children with special educational needs and/or disabilities in the setting. For instance, they have formed partnerships with the teachers in the neighbouring school, to support children with their move on to school.

Quality of teaching, learning and assessment requires improvement

Staff work well to involve parents in getting to know children and supporting their start at the setting. For instance, they ask parents to share information about their child's needs and interests, to help staff to build relationships with children. Younger children develop their communication and language skills well and are keen to be involved in activities. However, some staff working with older children are less confident in their interactions. Older children lack motivation and lose interest quickly as staff do not plan group times well to keep children's focus. Staff make regular observations and assessments of children's progress but their assessments are not always accurate and do not reflect children's true capabilities.

Personal development, behaviour and welfare require improvement

Staff miss opportunities to help children to prepare for changes to activities and routines. For example, as children are playing, staff tell them to tidy up, not giving them adequate time to finish off what they are doing and prepare for the next activity. This unsettles children and they struggle to engage in what adults have planned. Children behave well. They learn to share and take turns with the resources, with adult support.

Outcomes for children require improvement

Children gain some skills that support them with the next stage in their learning and their eventual move on to school. However, not all children make the progress that they are capable of due to the weaknesses in teaching and assessment. Older children learn to be confident at carrying out some age-appropriate tasks independently. For example, they clear and wash their plates after they have eaten. Younger children develop their mathematical awareness well. For instance, they enjoy joining in with counting songs and exploring the numbers on the toy ducks that they catch in the water tray.

Setting details

Unique reference number	EY277852
Local authority	Cornwall
Inspection number	10068855
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	0 - 4
Total number of places	42
Number of children on roll	67
Name of registered person	Happy Days Day Nurseries Limited
Registered person unique reference number	RP900845
Date of previous inspection	8 April 2014
Telephone number	01208 269 101

Happy Days Bodmin Integrated Neighbourhood Nursery registered in 2004. It is situated in the town of Bodmin, Cornwall. The provision opens five days a week from 7.30am until 6pm. The nursery employs 11 staff to work with the children. Of these, two are qualified teachers, one holds a level 4 qualification and seven are qualified to level 3. The provision is in receipt of funding to provide free early education for children aged two, three and four years old.

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