

Happy Days Day Nursery Abbey Meads Swindon



Abbey Meads Village Centre, Elstree Way, Swindon, Wiltshire SN25 4YX

Inspection date	7 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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

- The management team's systems for monitoring staff practice are developing. However, some staff do not fully understand their roles and responsibilities in maintaining children's well-being and providing quality learning experiences.
- Not all staff set up group activities well. Children have to wait for staff to find the resources for them to use and become restless or bored. Staff do not consistently explain what children need to do to help them to learn well from the beginning of new activities. Children do not always make the progress of which they are capable.
- Not all staff provide children with clear, consistent messages to help them understand what is expected of them at different times in the routine.
- On occasion, staff miss when children need help to resolve disputes or to join in with activities.
- Not all staff make the most of opportunities to support children's learning outdoors and some miss chances to use spontaneous events, such as the blossom falling from the trees, to stimulate children's curiosity and engagement.

It has the following strengths

- There are new and exciting environments for children to explore. Most children are motivated and eager to learn.

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
ensure strategies for induction and supervision of staff improve their skills and knowledge to help them fulfil their roles and responsibilities to meet children's needs and interests.	19/04/2019

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

- improve the organisation of group activities to make sure children can learn well from the outset
- make sure staff provide clear messages for children when they move between different parts of the daily routine so they know what is expected of them
- ensure staff working with the children notice and understand when to step in to support children and extend their learning and development
- improve opportunities for children to learn outdoors that take into account children's changing interests and use spontaneous events effectively to stimulate children's curiosity in ways that engage and motivate them to learn.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors. She talked to staff and children at appropriate times.
- The inspector took into account the views of parents spoken to on the day of the inspection and through responses to questionnaires.
- The inspector carried out two joint observations with the manager, one with the younger children and one with the pre-school children.
- The inspector had a leadership and management meeting with the manager, deputy manager and area manager.
- The inspector looked at samples of paperwork, including policies for safeguarding, complaints, accident and medication, staff qualifications and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of leadership and management requires improvement

The management team reflects on and evaluates the provision. The nursery has expanded rapidly and managers make sure they listen to parents, staff and children. For example, recent feedback from parents has helped them to improve the settling-in procedure for new children to help them get to know staff better from the start. Staff have attended training to support managing children's behaviour and update their knowledge for safeguarding. However, managers and room leaders do not make sure that staff support each other and children as much as they could. For example, when staff need to change nappies before the busy lunchtimes, they do not ask another staff member to help set up the table for the rest of the children, so they do not have to wait around and become bored and disinterested. Arrangements for safeguarding are effective. Staff know how to respond to concerns about the welfare of a child and when to implement actions to secure the premises against unauthorised access.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is varied, although most children enjoy exploring and experimenting. However, not all activities are well planned. For example, although babies have fun sticking coloured squares onto paper, staff do not share with them that this is linked to the story about a patchwork elephant or ask children to pick out the different colours. Older children struggle to fetch their own aprons for a painting activity and then have to wait to start as they do not have any paper. Staff focus well on supporting children's communication. They provide opportunities for children to use home languages, match rhyming words or use sign language to help further understanding. All children, including those with special educational needs and or disabilities or who are learning English as an additional language, talk confidently.

Personal development, behaviour and welfare require improvement

Snack times and lunchtimes do not work well. Some children eat while others continue to play and, when it is time to switch the groups over, staff struggle to encourage children to eat healthy balanced diets. For example, at lunchtime, children spot the bananas and custard for dessert and only want this. Staff do not help children to understand expectations or provide them with clear messages when the routines change. For example, staff working with the toddlers and pre-school children start putting toys away themselves and then call some to sit on the carpet where they start reading a story. However, other children are left to continue playing and miss out on the story.

Outcomes for children require improvement

Children develop confidence and are willing to keep trying when learning new skills. For example, they put on their coats to go outdoors and keep trying to fasten them when staff praise them. Children have fun playing outdoors, walking along the balance beams and jumping off the end. However, staff do not make the most of what they see children doing to plan more-challenging tasks to help children explore nature and make the progress of which they are capable.

Setting details

Unique reference number	EY560931
Local authority	Swindon
Inspection number	10099105
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 - 4
Total number of places	100
Number of children on roll	144
Name of registered person	Happy Days Day Nurseries Limited
Registered person unique reference number	RP900845
Date of previous inspection	Not applicable
Telephone number	01872 511020

Happy Days Day Nursery registered in June 2018. It is based in the Abbey Meads area of Swindon. The nursery offers care from 7am to 7pm, Monday to Friday, all year round. There are 14 members of staff working with the children. One member of staff holds an appropriate childcare qualification at level 6, two members of staff hold appropriate childcare qualifications at level 5, six members of staff hold appropriate childcare qualifications at level 3 and three members of staff hold appropriate childcare qualifications at level 2. The nursery receives funding for free early years education for two-, three- and four-year-old children.

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