

Happy Days Club & Nursery School Limited

Hermitage Primary School, Hermitage Drive, Holmes Chapel, CREWE CW4 7NP



Inspection date	26 April 2019
Previous inspection date	12 May 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff are enthusiastic and demonstrate superb levels of care and warmth towards children. This significantly enhances children's ability to settle into the setting quickly and become ready to learn. Staff use high levels of meaningful praise throughout the day. This promotes children's sense of self-esteem and embeds their emotional attachments, empathy for one another and their positive behaviour.
- Staff develop exemplary relationships with parents. For instance, they provide parents with initial home visits. This ensures staff gain pertinent information about what each child already knows and can do from the outset. Staff skilfully use this information, alongside their own baseline assessments, to identify concise starting points for each child.
- Staff develop highly professional relationships with other providers, including the on-site school. For example, staff give the utmost priority to the sharing of comprehensive information between both parties. This fosters a high level of consistency and continuity for each child's care and learning. Outcomes for children are excellent.
- The provider ensures that all staff consistently receive one-to-one meetings with the manager. This ensures that staff are provided with regular opportunities to discuss their training needs, their key children and any concerns they may have. Staff undertake an extensive range of in-house and off-site training opportunities. They share their new learning and fresh ideas with others during staff meetings.
- The provider works closely with the manager and staff to meticulously monitor the educational programme for children. Together, they expertly track individual and groups of children, ensuring any gaps in learning are swiftly closed. This, and regular observations of staff practice, ensures that teaching provides optimal challenge for all children and fosters their rapid progress.

What the setting needs to do to improve further

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

- continue to develop the highly effective partnerships with parents that extend home learning opportunities for all children even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 provider.
- The inspector held a meeting with the provider and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. Staff consistently keep their child protection training updated, which includes exploring the wider aspects of safeguarding children. They have an in-depth knowledge about how to protect the welfare of all children. Staff are vigilant in checking all indoor and outdoor areas of the setting to ensure children's safety. The provider ensures that the manager, all staff, parents and their children are included in the excellent self-evaluation procedures. The provider has identified that there is the potential to work even closer with parents to promote children's ongoing home learning to an even higher level. She recognises that this will continue to promote excellent outcomes for all children.

Quality of teaching, learning and assessment is outstanding

Younger children are consistently challenged by the staff that care for them. For example, staff use early mathematical language with the younger children and encourage them to identify size and colour. Staff skilfully extend their learning further as they support them to count and to match shapes. Younger children become very excited as they use their imagination and investigate at the mud kitchen. Here, they use tools and containers as they mix mud, water and leaves to make their own concoctions. Staff use highly innovative strategies to challenge older children's learning about the world around them. For example, older children are encouraged to talk about their plants that they bring in from home. Staff support them exceptionally well as they use a range of questioning techniques and props to encourage their thinking. Children become engrossed as staff draw parts of a plant on the board. They confidently identify and name the stem, roots and flower head and, when asked, talk about bees taking the pollen. During such times, staff encourage the older children to identify concepts of 'big' and 'small', 'long' and 'short' and 'on top' and 'underground'. Children are highly motivated and take turns to speak. This promotes their readiness for school very well.

Personal development, behaviour and welfare are outstanding

All children are very well supported as they take manageable risks in their play. They move freely between the indoor and outdoor areas throughout the day. Outdoors, they practise climbing and balancing with enthusiasm and become increasingly competent at riding their tricycles. Indoors, children have great fun as they cut up fruits and vegetables to make superhero characters to eat at snack times. During such times, staff speak to children about the benefits of healthy eating. Children develop an exceedingly good understanding about the benefits of a healthy lifestyle.

Outcomes for children are outstanding

All children, including those with special educational needs, progress rapidly from their starting points. They thoroughly enjoy outings in the local community, including visits to a home for the elderly, where they present their art work to the residents. This helps to promote children's emerging empathy for others. Younger children develop their love of books very well as they listen intently during story times. Older children develop an excellent 'can-do' attitude as they skilfully read, write their name and make marks using paints, crayons and chinks in the indoor and outdoor environments throughout the day.

Setting details

Unique reference number	EY417571
Local authority	Cheshire East
Inspection number	10074619
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 - 11
Total number of places	32
Number of children on roll	82
Name of registered person	Happy Days Club & Nursery School Limited
Registered person unique reference number	RP530168
Date of previous inspection	12 May 2016
Telephone number	01477 549 002

Happy Days Club & Nursery School Limited registered in 2010 and is one of two settings operated by a private provider. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold qualifications at level 4 and five hold qualifications at level 3. The nursery opens from Monday to Friday during school term time. Sessions are from 8am until 6pm. The out-of-school club operates from 8am until 9am and from 3pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

