

# Inspection of Happy Jays

Grainbeck Lane, Harrogate HG3 2AA

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Inspection date: 9 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children clearly enjoy the time they spend at the setting. They are happy, energetic and motivated learners who show high levels of respect for each other as they play. For example, children enjoy learning about the natural world. They take part in activities that help them to understand growth and change, and look at leaves using magnifying glasses. They explore the different leaf shapes and discuss how they feel. They use words such as 'smooth' and 'rough' to describe them. Children enjoy being imaginative and express themselves freely in many different ways, such as through music, dancing and role play. Staff reward children with praise when they do well, which helps them understand expectations for behaviour. Children learn to share well and take turns with using the toys and other resources. Staff in the baby room are sensitive and kind. Babies show they feel safe and secure, which helps develop their confidence.

The dedicated management team drives continual improvement. This helps to maintain good-quality provision for children. They have high expectations for all children and have developed a curriculum based on children's interests. Staff use the information they gather through observations and assessments of children to provide a range of experiences to support their learning further. The new planning is helping staff focus better on what children need to learn next. Partnerships with parents are good. Staff provide them with detailed feedback at the end of sessions. They share information about every aspect of the child's day, including when they have developed new skills. They provide ideas to help parents continue children's learning at home.

### What does the early years setting do well and what does it need to do better?

- Staff provide opportunities for children to develop their understanding of different countries. For instance, staff talk to children about the different places in the world that the missing gingerbread man has visited and pin postcards sent in by parents on the large wall map.
- The staff team focuses on children's communication. Staff ask questions, offer ideas and suggestions and provide new words to help children understand. All children are developing good language skills. Pre-school children in particular are very confident and articulate in their communications with others and use language well to resolve issues. For example, two children who want to paint negotiate who will go first.
- Children develop self-confidence. They choose their own play and find their own belongings. Children follow good hygiene routines. They fully understand the importance of handwashing at particular times during the day and access the bathroom independently.
- Staff encourage children of all ages to enjoy books. For example, as children

create their own pictures from 'The Very Hungry Caterpillar', staff encourage them to retell the story, developing their early literacy skills. Children add detail and use colour effectively to express their creativity. They make good progress in their learning.

- The provider, manager and staff have embraced support to improve the quality of teaching and learning. Managers support the professional development of staff well. For example, they regularly observe staff and hold individual meetings and provide training. The management team adopt strategies to promote staff's mental health and well-being.
- Children's transitions to school are managed well. Children benefit from meeting their teachers in the setting. Staff exchange information about children's learning and adopt a good approach to preparing children for the next stage in their learning.
- Staff help children to develop their independence. For example, younger children are encouraged to serve themselves at mealtimes. However, the arrangements for some routines, such as tidy-up sessions and mealtimes, are not clear enough for children to fully participate in and learn from.
- Children benefit from regular exercise and fresh air in the setting's garden. They demonstrate good physical skills, confidence in their own abilities and have an awareness of how to manage appropriate risks, such as when using large apparatus.
- Sometimes, staff are not deployed effectively to ensure children are consistently engaged in the opportunities available indoors.

## Safeguarding

The arrangements for safeguarding are effective.

The management team ensures that staff are well trained in child protection procedures and wider safeguarding issues. Staff access the latest training to keep their understanding current. The management team regularly tests staff's knowledge and understanding through spot checks, quizzes and staff meetings. Policies and procedures reflect the advice and guidance of the local authority and are fully available to parents. There are rigorous and regular risk assessments to safeguard children's welfare.

## What does the setting need to do to improve?

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

- review the organisation of routines and activities, such as mealtimes, to better support children's individual needs
- ensure staff deployment is well organised and effective so that all children can be supported in their learning.

## Setting details

<b>Unique reference number</b>	EY549333
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10123460
<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 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	First For Childcare 3 Limited
<b>Registered person unique reference number</b>	RP549905
<b>Telephone number</b>	01423506361
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Happy Jays Nursery registered in 2017. The nursery employs 11 members of staff. Of these, 10 hold appropriate early years qualifications, including two at level 6. The nursery operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Julie Dent

## Inspection activities

- The inspector completed a learning walk with the manager across all areas of the setting, inside and outside, to understand how the setting and the curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector had discussions with the management team, staff and children. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

We carried out this inspection 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.

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