

# Inspection of Happy Days Nursery Derriford

Unit 3a & 3b, Derriford Business Park, Plymouth PL6 5QZ

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Inspection date: 16 October 2019

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Requires improvement

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

### **The provision is inadequate**

Although there are some effective safeguarding arrangements in place, the provider does not ensure all staff have a thorough knowledge of child protection. Some staff do not recognise signs that a child might be at risk of harm and do not follow procedures for referring any concerns to those with lead safeguarding responsibilities. In addition, the designated safeguarding officers do not share critical information about children with each other or the staff who work with the children. This prevents them from being able to accurately assess the significance of any concerns that emerge and take the appropriate action to safeguard children's welfare.

Staff create attractive environments for the children and welcome them warmly when they arrive. Children feel secure and are curious to explore and investigate the available resources. They demonstrate a positive attitude to learning in good preparation for starting school. Babies enjoy rolling balls to knock down skittles and they learn to crawl, pull themselves up and walk with staff's encouragement. Older children eagerly take part in challenging group activities and are keen to carry out small tasks to help staff, developing confidence in their own abilities. They excitedly copy staff as they blow foamy bubbles through the holes in tennis racquets to create a snow effect, which helps to strengthen the facial muscles needed for speaking.

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

- The provider does not implement safeguarding procedures well enough, or report staff's concerns appropriately to those with designated safeguarding lead roles and to the relevant agencies. Some staff do not use everything they already know to build a rounded picture of concerns about a child or discuss their concerns with managers.
- Managers with safeguarding lead roles do not share relevant information with each other and with the staff who work with the children. This means staff do not have all the information they need to help them consider any concerns that arise more accurately. Furthermore, when some managers are absent, those left in charge do not know about the safeguarding concerns that staff have raised, in order for them to take the necessary action.
- Staff support children to behave well and capture their attention before giving instructions, such as reminding them to 'turn their listening ears on'. Babies and toddlers are familiar with daily routines. Staff skilfully encourage the pre-school children to think about how to deal with situations when multiple children want to play with the same toy.
- Staff motivate children to think about the words they use to describe the things they do and come across. Children develop a broad vocabulary. For example,

they talk about 'crunchy carrots', 'prickly' pine needles and 'squashy' apples.

- All children form an early interest in books. Staff engage babies well when looking at photograph albums of the children's families together and talk enthusiastically about the people in them. Older children concentrate well on stories when staff read to them, commenting on what might happen next and talking about the illustrations.
- Since the last inspection, the provider and managers have improved risk assessments of the premises and the deployment of staff. Staff position themselves well to support children in their play and learning.
- Staff use children's interests to plan enjoyable activities that build on what they already know and can do. For example, staff encourage children to think and talk about what food is healthy as they play a game. Children confidently share their thoughts and listen respectfully to the views of others, to help them reach decisions about healthier choices. They make good progress in their learning.
- Staff provide good opportunities for children to learn about mathematical concepts. They prompt children to count and motivate them to complete puzzles to develop their awareness of numbers, shape and space.
- Partnerships with parents are effective. Parents receive regular updates about their children's learning and comment positively about the progress their children make.
- The managers have identified that at certain times, some rooms become quite noisy for short periods, and they are beginning to implement plans to address this.
- The effective key-person system helps staff to identify and meet children's individual care needs promptly and sensitively. Staff know the babies well and recognise when they require a sleep, are hungry or need a reassuring cuddle.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The provider and managers do not monitor the implementation of the safeguarding policy. Some staff do not consider everything they know about children, to enable them to recognise the significance of concerns that indicate children might be at risk and share this information with others. Managers do not provide effective support for staff to encourage them to discuss and record sensitive issues. They do not share relevant information with the staff who work with the children, to help them assess the significance of any changes or situations that arise.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
improve staff's knowledge to ensure they all understand how to recognise potential concerns about children's welfare and when to report them to those with lead safeguarding roles	13/11/2019
ensure the designated safeguarding officers follow the safeguarding policy to share relevant information with other managers and the staff who work with the children, to enable them to identify potential safeguarding concerns more accurately and promptly	13/11/2019
improve support for staff to ensure they know to raise any concerns about sensitive issues, such as safeguarding matters.	13/11/2019

## Setting details

<b>Unique reference number</b>	EY465484
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10106731
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	146
<b>Number of children on roll</b>	251
<b>Name of registered person</b>	Happy Days South West Limited
<b>Registered person unique reference number</b>	RP900846
<b>Telephone number</b>	01752 768 382
<b>Date of previous inspection</b>	30 April 2019

## Information about this early years setting

Happy Days Nursery Derriford first registered in 2008 and re-registered in 2013 due to a change of premises. It is based at Derriford Business Park in Plymouth and operates from a purpose-designed building. The nursery receives funding to provide free early education for children aged two, three and four years. It operates each weekday from 7am to 7pm, for 51 weeks of the year. There are 56 members of staff employed to work with the children, of whom 51 have appropriate early years qualifications between level 2 and level 6.

## Information about this inspection

### Inspectors

Sarah Madge  
Katherine Lamb

## Inspection activities

- The managers took the inspectors on a learning walk of the setting, to give them a tour and talk about how they plan for children's learning needs.
- The inspectors observed children of all ages as they played and during routine tasks such as snack and lunch times.
- The inspectors spoke with parents, children and staff to take account of their views throughout the day.
- A leadership meeting was held to ascertain the managers' understanding and fulfilment of requirements.
- Documents were sampled, including those relating to suitability checks for staff, safeguarding children and health and safety.

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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