

Inspection of Happy Days Nursery (Broadmeadow) Ltd

Newfoundland Road, TEIGNMOUTH, Devon TQ14 9WP

Inspection date: 28 October 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Significant weaknesses in leadership and management mean that children's safety and welfare are compromised. Managers and staff have failed to ensure that staff whose suitability has not been checked are not left unsupervised with children. Recruitment procedures are not robust. Despite previous actions being set to improve recruitment procedures, managers have still not taken appropriate action. In addition, previous actions relating to the recording of safeguarding concerns about children have also not been met. Records relating to concerns about children's welfare do not always contain sufficient information to enable staff and managers to safeguard children. Managers do not give staff enough opportunities to monitor the impact that they are personally making on children's learning. As a result, the quality of teaching has declined.

The quality of education is inconsistent. Staff in the pre-school are not always deployed effectively to support children's learning and development. Children play alone for long periods. Staff working with the younger children do not fully understand the purpose of the activities they provide, which means activities do not support children in what they need to learn next. Staff use some strategies, such as sand timers, and use the words 'good choice' to manage children's behaviour. However, they do not use these consistently to improve children's understanding of taking turns. Children enjoy playing in the large outdoor spaces.

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

- Procedures to ensure that children are safeguarded are not robust enough. Unchecked staff have unsupervised access to children. Recruitment procedures are weak and managers do not monitor children's welfare adequately. This puts children at risk.
- Staff do not consistently manage children's behaviour. They have a number of strategies that they can use, but these are not implemented often enough to reinforce the positive behaviours they want children to learn. As a result, children's behaviour does not improve.
- Managers do not provide staff with effective support to improve their skills and the quality of their teaching. As a result, some staff do not understand how to support children's learning. In addition, the lack of support means that staff are not able to discuss any concerns they have about children's welfare.
- The quality of education is variable. Some adult-led activities lack purpose and interest and are not positive experiences for younger children. For instance, babies have their hands and feet painted as part of an adult-led activity to make Halloween cards. Staff concentrate on the end result as opposed to providing high-quality learning experiences for babies.
- The organisation of the pre-school room means that children do not always

engage in purposeful play and learning opportunities. There are too many activities on offer, and children wander aimlessly from one activity to the next, without any adult interaction. This has a poor impact on children's motivation to learn and their development.

- Children have positive attachments with staff. They are confident and will seek out reassurance and cuddles from staff when needed. Staff respond to children with warmth and kindness.
- Staff work in partnership with parents to support children's learning at home. Parents receive regular updates on their children's development and progress. They speak very highly of the setting and the support they receive.
- Staff work in partnership with agencies to support children with special educational needs.
- Children are encouraged to become physically active indoors and outdoors. For example, they enjoy playing hide and seek as part of an adult-led activity and talk about their positions, such as 'on top' and 'behind'. This also supports their mathematical language.

Safeguarding

The arrangements for safeguarding are not effective.

Managers have failed to ensure that all staff are suitable to work with children. They do not follow safer recruitment procedures to ensure that staff working with children are suitable. In addition, staff whose suitability has not been checked have been left unsupervised with children. Managers who are responsible for safeguarding do not always keep accurate records of concerns regarding children's welfare. However, staff understand the correct procedures to follow if they have a concern about a child or colleague.

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:

	Due date
ensure that all staff who have not had their suitability checked are not left unsupervised with children	01/11/2019
implement effective recruitment and vetting procedures to ensure all staff working with children are suitable	01/11/2019

improve the systems for recording information when staff have concerns regarding children's welfare, particularly when children sustain injuries away from the setting	08/11/2019
ensure all staff receive support, coaching and training to promote consistently good-quality teaching and learning, and encourage confidential discussion of sensitive issues	22/11/2019
ensure staff use consistent and effective approaches to manage children's behaviour.	22/11/2019

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality of teaching in all rooms so that it is consistently good. Ensure that all staff have a thorough understanding of what they want children to learn from adult-led activities	29/11/2019
ensure pre-school staff are deployed effectively to engage children in purposeful and challenging play and learning opportunities	29/11/2019
ensure the premises and equipment are organised in a way that meets the needs of the children.	29/11/2019

Setting details

Unique reference number	EY277588
Local authority	Devon
Inspection number	10127577
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 to 4
Total number of places	50
Number of children on roll	88
Name of registered person	Happy Days Nursery (Broadmeadow) Limited
Registered person unique reference number	RP522993
Telephone number	01626 770078
Date of previous inspection	27 July 2017

Information about this early years setting

Happy Days Nursery (Broadmeadow) registered in 2004. It operates from purpose-built premises in Teignmouth, Devon. The nursery is managed by sole proprietors. It is open Monday to Friday from 8am to 6pm all year round, except for bank holidays. There are 22 members of staff working with the children, 20 of whom hold relevant qualifications at level 3. The nursery also employs a cook. The nursery is in receipt of funding for free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Johanna Hughes
Katherine Lamb

Inspection activities

- An inspector carried out a learning walk with a member of the leadership team.
- The inspectors carried out three joint observations with a member of the leadership team.
- An inspector gathered the views and feedback from parents.
- The inspectors sampled a range of documentation. This included safeguarding records and evidence of staff suitability.
- The inspectors spoke with staff and children throughout the day.
- The inspectors observed the quality of teaching and learning in all playrooms.

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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