

# Inspection of Happy Days Penrice

Penrice Hospital, Porthpean Road, St. Austell, Cornwall PL26 6AA

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Inspection date: 4 December 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children are very happy and settle very well at Happy Days Penrice. Staff focus on getting to know as much as they can about children as soon as possible, so they understand the uniqueness of each child and family. For example, a key person is identified at the earliest opportunity to start to forge strong and trusting relationships with children and family members. As a result, staff focus well on children's interests and learning needs, and provide a broad curriculum that motivates them to learn.

Senior leaders and managers provide good direction and leadership. They value the work of the well qualified and dedicated staff team. Managers and staff have high expectations for children's learning and of themselves. Staff ensure the environment is welcoming to children and are proactive in ensuring that areas are safe and secure. Overall, space is used well to support children's care and learning needs.

Children develop good relationships. They are increasingly independent and learn how to manage their behaviour appropriately. Children listen well and understand boundaries and expectations that help them to stay safe and get on well with their friends. They participate in activities that help them develop a sense of community. For example, families are encouraged to contribute items to a food bank.

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

- Leaders and managers have clear ambitions for the nursery. These are shared by the staff team due to effective arrangements for staff supervision and meetings. Staff are clear on their individual roles and responsibilities. There are good procedures in place for staff professional development. As a result, managers and staff are continually looking at how they can make improvements to better support children's needs. For example, there is a focus on children's language and communication skills throughout the nursery.
- The quality of teaching is good. Procedures for monitoring children's development are successful. This helps to ensure staff provide activities that challenge and extend children's learning, and that they are able to offer additional support to help narrow any gaps. Staff work closely with other professionals to ensure they provide consistent support for children's individual needs. As a result, all children, including those who have special educational needs and/or disabilities, feel safe and secure and make good progress. Children benefit from learning opportunities both indoors and outside. However, staff do not always consider how different spaces can support children's learning in different ways, to make sure that all areas of the nursery are used as well as possible to maximise children's learning opportunities.

- Children are confident in daily routines. They learn to share and take turns as they play. For example, the youngest children wait patiently and take their turn to choose which song they will sing next. They respect the choices made by their friends as they join in enthusiastically with the actions and words. Older children understand rules and boundaries and learn how to manage their own behaviour. For example, they share a book of golden rules which includes photographs of the children. They point out what their friends are doing, and how their behaviour will make others feel.
- Children demonstrate a good understanding of how to keep themselves healthy. Staff have introduced a healthy lifestyle initiative. This supports adults and children to reflect on the choices they make to improve their health and well-being. Children are starting to learn about which foods are good for them and what they can do to keep themselves healthy. For example, a dentist visited to help them learn the importance of oral hygiene and visiting the dentist regularly. Recipes for healthy meals that children enjoy in the nursery are shared with parents to enable them to try these out at home.
- Parents report that children are very happy at the setting, and that they are pleased with the progress their children make. Staff engage with parents well to share information about what children do at the nursery and how they are making progress. However, systems that encourage parents to further extend children's learning at home are not always as effective.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff regularly complete child protection training to stay up to date with safeguarding procedures. They have a secure knowledge of the signs and behaviours that indicate children may be at risk of harm. They are aware of the procedure to follow if they have a concern about another member of staff or adult. Staff supervise children well and teach them about keeping themselves safe as they play, for example holding their arms out to help them balance as they complete the obstacle course. Managers work well together to ensure safeguarding is always high on the agenda, and that policies and procedures are followed consistently. They check staff knowledge and understanding and work in close partnership with other agencies.

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

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

- further extend opportunities to involve parents in supporting children's learning at home
- make effective use of all areas of the nursery, to increase the breadth of learning opportunities even further.

## Setting details

<b>Unique reference number</b>	EY279965
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10119983
<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>	1 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Happy Days South West Limited
<b>Registered person unique reference number</b>	RP900846
<b>Telephone number</b>	01726 71188
<b>Date of previous inspection</b>	1 March 2016

## Information about this early years setting

Happy Days Penrice is one of a chain of nurseries. It registered in 2004 and operates from purpose-built premises in the grounds of Penrice Hospital in St Austell, Cornwall. The nursery is open each weekday from 7.15am until 6pm for 51 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. The nursery employs 25 childcare staff. Of these, two hold early years qualifications at level 6, 17 hold level 3 and five hold level 2.

## Information about this inspection

### Inspector

Samantha Powis

## Inspection activities

- The inspector and the manager completed a learning walk in the nursery to gain an understanding of how the early years provision and the curriculum are organised.
- Joint observations were carried out by the inspector, the manager and the deputy manager.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- The inspector held discussions about the management of the nursery with the senior management team, and observations were shared with them throughout the inspection.
- The inspector spoke to parents to gain their views on the setting.
- Some documents were looked at, including evidence of staff suitability and training.

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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