

Inspection of Happy Hours Private Day Nursery

Lowca School, Lowca, Whitehaven CA28 6QS

Inspection date: 10 December 2019

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

What is it like to attend this early years setting?

The provision is good

The staff team provides a learning environment which is interesting, engaging and developmentally appropriate. When children arrive they confidently separate from their parents and are quickly engaged in play with their peers. Children of all ages and stages of development access resources independently. They often remain focused on self-chosen activities for long periods. Staff make sure that children understand and follow rules and routines. Children feel secure and behave very well. Staff get to know children as individuals and help them to develop confidence. Children are excited to share their achievements and interests with staff. For example, they are proud to talk about the models they have built and their favourite books. Staff appreciate the benefit of being on a school site and make the most of opportunities to work with school staff. Children are invited to events in the school and are well supported when they move on from the setting. Staff engage well with the local community, taking children on many outings. Children learn about and appreciate their surroundings. Overall, staff have high expectations of children and provide support and challenge. However, sometimes, staff do not focus their teaching closely enough on helping children further extend their growing vocabularies.

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

- Leadership of the setting is good. The manager works closely with the area manager to reflect on and evaluate and improve the provision and quality of teaching. Training has a positive impact on practice.
- The leadership team demonstrates high levels of commitment to meeting the needs of children and their families. They seek the views of parents and children as part of this process. Staff work with a range of other professionals and groups in the community to plan a rich range of learning experiences. For example, children recently had a visit to the local rugby club.
- Overall, the curriculum is well planned to ensure that children develop skills and knowledge across all seven areas of learning. Staff can talk about why they plan what they do and the impact this has on children's learning. Staff support children's interests and help them develop new ones. Children of all ages and stages of development make good progress.
- Parents feel valued and describe staff as welcoming and supportive. Arrangements for sharing information about children's learning and development between home and the nursery work well. Parents know what they can do to help children learn at home.
- Overall, children are well supported in developing their early communication skills. Staff ask a range of questions and encourage children to share their thoughts, ideas and feelings. However, staff do not always use the opportunity to engage children in conversation to extend their vocabulary.

- Staff demonstrate a good knowledge of how young children learn. Focused teaching helps children learn what they need to know next. For example, children who are becoming confident at hearing initial sounds are keen to join in and play a card game which helps consolidate this knowledge.
- Staff help children to develop an interest in books and reading. Children use books as part of their play. For example, a small group of children become engrossed in reading a non-fiction book about dinosaurs. They then take great delight in matching their small-world dinosaurs to the pictures in their book.
- Children try new things and show resilience. Staff encourage children to do some things for themselves and develop independence. However, children are not always involved in everyday tasks, such as preparing snack, setting the table and serving at mealtimes.
- Children are supported to develop good friendships. They are kind and begin to show consideration of each other's feelings. Staff help children to understand how to share and take turns. Staff skilfully intervene to help children find solutions to problems that arise as they play. Positive behaviour is celebrated, and praise is used effectively to promote children's well-being and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

Robust systems are in place to ensure the safe recruitment of staff, who are suitably checked. The manager ensures that staff recognise the signs of abuse and neglect. They know the procedures to follow in order to make sure that children are kept free from harm. Staff undertake safeguarding training to keep their knowledge up to date. Regular checks of the learning environment are undertaken to ensure that it is a safe place for children to play. Children are reminded of the importance of considering their own and each other's safety. Health and safety policies are evident in practice.

What does the setting need to do to improve?

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

- extend opportunities for children to hear and learn new words to further enhance their communication skills
- provide even more opportunities for children to help with day-to-day tasks and gain greater independence.

Setting details

Unique reference number	EY551104
Local authority	Cumbria
Inspection number	10130765
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	15
Name of registered person	K.L.S. (Cumbria) Ltd
Registered person unique reference number	RP523118
Telephone number	01946591999
Date of previous inspection	Not applicable

Information about this early years setting

Happy Hours Private Day Nursery was registered in 2017. The setting employs four members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 5 and the deputy manager at level 3. The setting opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julia Matthew

Inspection activities

- The inspector took part in a learning walk with the setting manager.
- The inspector observed the quality of teaching 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 setting manager.
- The inspector held a meeting with the setting manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

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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