

Inspection of Happy Days Treloggan

Treninnick Hill, Newquay, Cornwall TR7 2SR

Inspection date: 18 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settle well. They form strong relationships with staff from the outset, and staff provide a safe and caring environment for them to learn and grow. Staff work closely with parents to get to know children and their families. Parents are very complimentary about the service the nursery offers. They describe staff as being very knowledgeable and friendly. Staff find out about what children know and can already do before they start. They use this, along with other information that they gather, such as children's interests, to make the transition into nursery smooth. This supports children's emotional development and helps them to feel secure.

Children have a positive attitude to learning and are keen to get involved in the vast range of activities and experiences staff make available to them. Staff support children's learning and development well. For example, the curriculum is well thought out to ensure it reflects children's individual needs and interests.

Dedicated and enthusiastic leaders work effectively with all staff to reflect on what is working well and what they could do to further improve. The manager works hard to ensure that all children benefit from high-quality teaching and care. She ensures there is consistency in the care and learning children receive. Staff morale is very high.

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

- Staff make good use of the indoor and outdoor environments to offer a wide range of inviting and stimulating learning opportunities for children. They provide children with a well-balanced curriculum. Younger children particularly enjoy story and singing sessions, and older children enjoy practising their mathematics skills through group games.
- Staff benefit hugely from regular support and supervision from the manager. They have frequent opportunities to enhance their professional development, to maintain good outcomes for children and high staff morale. Staff are keen to learn, and training positively influences their practice. For example, staff learn very good teaching techniques to promote children's language and communication skills, including for children for whom English is not their home language. They put these skills to good use in their everyday interactions with children.
- Staff help children to develop a good understanding of diversity. Children are respectful of different people and develop good values that prepare them well for life in modern Britain. Children benefit from a range of opportunities to get involved in community events, which develops their links with other people and organisations. For example, children support wildlife events and take part in

'Newquay in Bloom'.

- Leaders are experienced and committed to continually developing and building on the good-quality care and education they provide. They reflect accurately on their strengths and work hard to continually enhance them. They are ambitious and have high expectations and a clear vision for the nursery.
- Staff respond well to children and give them clear and consistent boundaries. They have a range of behaviour management strategies and resources which, when used, help children to take turns, share and work well with others. However, staff do not always consistently use these tools. Occasionally, some children have conflicts with one another that interrupt their learning, and make it harder for other children to maintain focus and engage deeply in activities.
- Children follow instructions well and have good social skills, which helps them to interact well with others. However, staff in the youngest children's room do not consistently organise some parts of the day well enough, such as snack time. They do not always ensure they interact with children in a way that deeply enhances their social skills and limits waiting time.
- Staff work in partnership with parents to keep them informed about their children's learning and make links from home. Staff prepare children well for the eventual move on to school and help them to develop a range of skills that they need for their future learning. For example, parents borrow activity packs and books to use at home with their children. This helps them to extend their children's learning.
- Staff ensure that all environments are well maintained and set up in a child-friendly and interesting way. Playrooms are well resourced to incorporate learning opportunities which cover all areas of learning. This means children can be independent and they have free access to resources, which gives them a great freedom of choice in what they can do.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about the nursery's policies to protect children from harm. They fully understand their safeguarding responsibilities. Staff have a good knowledge and understanding of child protection issues, including the signs that may indicate a child is at risk of harm. They know how to respond if concerned about the welfare of a child in their care. Leaders implement robust systems for monitoring safeguarding policies and procedures in the nursery. Leaders ensure robust recruitment and vetting systems are in place to ensure all staff are suitable in their role to work with children. Staff attend regular safeguarding training and have vast opportunities to continually enhance their safeguarding practice.

What does the setting need to do to improve?

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

- enhance the consistency of strategies used by staff to manage children's behaviour, and support children to independently manage their own conflicts and get on well with one another to help maintain deep engagement in activities
- use daily routines, such as when younger children are waiting for snack, to enhance their learning and development further and develop their social skills.

Setting details

Unique reference number	EY279992
Local authority	Cornwall
Inspection number	10119982
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	44
Number of children on roll	53
Name of registered person	Happy Days South West Limited
Registered person unique reference number	RP900846
Telephone number	01637 879977
Date of previous inspection	22 February 2016

Information about this early years setting

Happy Days Treloggan is owned by Happy Days South West Limited. The nursery employs 16 members of childcare staff, including the manager. Of these, 11 hold early years qualifications at level 3, one holds a qualification at level 4, and two hold qualifications at level 7. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector held discussions with the manager and other company leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector looked at relevant documentation, including evidence of staff's suitability to work with children.
- The inspector completed a learning walk with the manager across all areas of the nursery to understand how the curriculum is organised.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents through written accounts and the views of children, staff and parents spoken to on the day of the inspection.

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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