

Inspection of Happy Jays

Link Walk, Scarborough YO11 3LR

Inspection date: 17 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 manager and staff team are dedicated and committed to providing high standards of care and learning for children. They actively promote inclusion and work hard to meet family's individual needs, including supporting those who speak English as an additional language. Staff have high expectations for all children. They have a good knowledge of the children in their care and the key-person system is effective. Staff help children to broaden their experiences and prepare for the next stages in their learning. For example, parents are encouraged to borrow books and share them at home to further develop children's early reading skills.

Children show that they feel happy, safe and secure in the nursery. Staff prepare the environment with exciting activities that reflect children's interests and experiences. For example, children enjoy using ice blocks to build a frozen castle and show excitement outdoors as they look for birds with the binoculars. Staff encourage children to develop good social skills. Older children begin to share and take turns without support. Children's behaviour is consistently good. They enjoy looking at pictures of themselves and their peers on the wall displays. This helps children to develop an understanding of other people and different traditions they might celebrate.

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

- Staff are kind, caring and passionate about their work with children. They provide a nurturing environment for children to develop in and ensure that they feel secure. For example, they provide quiet spaces for less-confident children to settle in before joining the busy group. Children benefit from this one-to-one support, which has a positive impact on their emotional well-being.
- Children are keen and enthusiastic learners. They show enjoyment in their learning and make choices about which experiences they want to participate in. Overall, staff are skilled at extending children's learning. For example, they help children to prepare for starting school and encourage them to start to dress themselves using role-play clothes. However, they do not consistently focus their teaching on identified gaps in children's progress that have been highlighted through the manager's tracking assessments.
- Staff provide a range of activities outdoors for those children who prefer to be outside. For example, children have access to paints, brushes and stories to help develop their literacy skills. Children are excited to develop their language and understanding of the world as they point out wildlife in the bug house and nearby trees. Staff respond to children's imaginative play.
- Managers carefully consider how to spend extra funding to benefit children. Staff use their observations of children's play to link the activities to their areas of interest and continually reflect on the impact. For example, they provide a range

of baking activities and trips out of the setting to broaden children's experiences.

- Children are consistently encouraged to take an active part in their own self-care and develop good levels of independence. They enjoy healthy meals and safely use resources to cut their own fruit. However, staff do not consistently provide clear messages about the importance of being healthy. For example, they miss opportunities to teach children about germs and the impact of eating a varied diet.
- The manager provides staff with regular supervision meetings to help them reflect on their skills and practice. Staff benefit from access to a range of training and are supported in their role. For example, during supervision, staff are encouraged to consider their own well-being and mental health. Recently, they have used their knowledge from professional-development courses to enhance the planning, and focus on children's learning through play.
- Staff have developed effective partnerships with other professionals who are involved with children. For example, they work alongside speech and language therapists and share information with health visitors to support children and their families. Managers know how to make referrals for extra support for children, when appropriate.
- Parents leave positive feedback about the nursery. They are happy with the progress their children make, particularly in their speech and language. In addition, they say staff are always there to listen, understand and support them.

Safeguarding

The arrangements for safeguarding are effective.

The provider has robust procedures to follow to safely recruit new staff. She has an in-depth knowledge of the local safeguarding partnerships' policies, and ensures that the manager cascades training to the staff team. Staff are confident to identify signs of abuse and neglect. They have developed their awareness of wider child protection concerns, such as county lines and female genital mutilation. Staff provide children with ample opportunities to learn how to keep themselves safe. For example, they take part in road safety activities and enjoy visits from the local fire service. The provider alerts parents to the dangers of using digital technology to help build their awareness of how to keep children safe online.

What does the setting need to do to improve?

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

- enhance staff's understanding of the intent of the curriculum and focus their practice to support children's development even further
- help children develop a clear understanding of why it is important to make healthy choices, such as eating healthy food and following good hygiene.

Setting details

Unique reference number	EY549334
Local authority	North Yorkshire
Inspection number	10126909
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	30
Number of children on roll	37
Name of registered person	First For Childcare 3 Limited
Registered person unique reference number	RP549905
Telephone number	01723583454
Date of previous inspection	Not applicable

Information about this early years setting

Happy Jays re-registered in 2017 due to new ownership. The nursery operates within the Eastfield children's centre in Scarborough. It employs seven members of staff. Of these, all hold appropriate early years qualifications at level 3. The manager holds early years professional status and the deputy manager has a degree in early years. The nursery opens during term time from 8.30am to 5pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and inspector completed a learning walk at the beginning of the inspection.
- A joint observation of an activity was completed by the manager and inspector during a planned experience indoors.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, including the nursery's policies and evidence of the suitability of staff working in the nursery.
- Parents provided verbal and written feedback during the inspection. The inspector 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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