

Inspection of Happy Days Day Nursery

204 Wythenshawe Road, Manchester M23 0PH

Inspection date: 3 January 2020

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

Children enjoy their time at the nursery. They are cared for by staff who are attentive to their needs and offer good levels of support. All staff are qualified and do their utmost to ensure that children feel safe and valued. For example, babies have formed strong attachments to their key person. The baby room is warm, welcoming and organised effectively to meet babies' individual needs. They explore using their senses and babble happily, which demonstrates they are settled and contented.

Staff have high expectations for children. This is particularly evident for children with special educational needs and/or disabilities (SEND). Staff are well trained and adapt activities so that children receive the right level of support. They also work closely with outside agencies and parents. This support helps children achieve their full potential.

Leaders and managers have worked hard to ensure that children are provided with a well-designed curriculum. Their current focus is supporting children's independence. This works reasonably well in practice. For example, pre-school children are developing good levels of competence with their self-care skills. They enjoy the responsibility of carrying out simple tasks, such as fitting the train track together and selecting their favourite books. Although literacy is promoted well in the nursery, less emphasis is placed on extending children's love of reading at home. Children demonstrate good levels of confidence in their communication and language skills. However, staff occasionally pronounce words incorrectly, which does not help children's widening vocabulary. Overall, children are well behaved and have a positive attitude to learning.

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

- A key strength of the nursery is how well children settle and gain confidence. Staff work together as a team and build excellent relationships with all children, including those who are just settling into the nursery. As a result, children are extremely happy and form special relationships with their peers and staff.
- Staff have a precise overview of children's capabilities. They observe children regularly and use this information to plan activities that help children to develop important skills. For example, children who are struggling to hold a pencil are provided with lots of activities to strengthen their finger muscles. These activities are readily available so that children can practise and consolidate what they have learned. These activities work well to develop children's early writing skills in preparation for their next stage of learning.
- All children, including babies and toddlers, have access to books. This helps them to develop an interest in reading from a young age. For example, pre-

school children talk about characters from their favourite stories, such as 'The Three Little Pigs'. Although managers have introduced a book library so that children can take books home to share with their parents, this has not been successful. Managers have not identified that some of the books are too advanced for young children. As a result, the take-up has been low and opportunities to extend children's love of reading at home are limited.

- Children who speak English as additional language achieve well. Staff work closely with parents, for example, by learning key words in their home language. They sing lots of songs and introduce children to English words and phrases. As a result, children learn English quickly and become fluent communicators. Staff ensure that communication and language are given high priority. They screen all children's speech and language when they start at the nursery. Consequently, they can easily identify children who may need additional support. However, staff occasionally mispronounce words. This means that children are likely to repeat and pronounce words incorrectly.
- Parents appreciate the friendly staff team and the support their children receive. They are kept up to date with their children's progress and particularly enjoy parents' evenings. Parents also receive regular newsletters, which keep them up to date with all aspects of the nursery. Although partnership working with parents is strong, extending children's learning to home is less well developed.
- Staff are enthusiastic in their approach and morale is high. They are ably supported by the leadership and management team. Staff confirm they have an acceptable workload. For example, they are given time to write up their observations of children. Staff training is given high priority. Some staff are undertaking higher qualifications, which demonstrates their commitment to their role. The special educational needs coordinator has also achieved a 'SEND award', which has proved extremely beneficial for children with SEND.
- All children, including babies, benefit from outdoor activities which promote their good health. The outdoor area is currently being developed to provide greater learning opportunities for children. However, staff use the local area well to provide additional outdoor activities. They take children to Wythenshawe Park and they have recently started taking children to the library. These experiences help children to learn about their immediate environment.

Safeguarding

The arrangements for safeguarding are effective.

All staff ensure that safeguarding is a high priority. All areas of the nursery are safe and secure. Staff access regular child protection training and managers provide seven-minute briefings. These briefings ensure that staff are aware of specific child protection concerns, such as the 'toxic trio' and e-safety. Safeguarding records, including Disclosure and Barring Service checks for all staff, are well maintained and up to date. Recruitment procedures are rigorous and include detailed checks which provide further assurance that staff working with children are suitable.

What does the setting need to do to improve?

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

- strengthen partnerships with parents by focusing more sharply on strategies to extend children's learning and love of reading at home
- ensure staff pronounce words correctly to help children further develop their language and speaking skills.

Setting details

Unique reference number	EY544749
Local authority	Manchester
Inspection number	10129961
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	26
Number of children on roll	38
Name of registered person	Community-Minded Ltd
Registered person unique reference number	RP531676
Telephone number	01613127827
Date of previous inspection	Not applicable

Information about this early years setting

Happy Days Day Nursery registered in 2017. It is situated in Wythenshawe, Manchester. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 7, one holds a qualification at level 6, two hold qualifications at level 4, five are qualified to level 3 and one holds a qualification at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The inspector observed the quality of education and the impact this has on children's learning.
- Discussions were held with the leadership and management team.
- The inspector carried out a joint observation with the provider and managers.
- The inspector spoke to children and staff throughout the inspection.
- Consideration was given to parents' comments.
- The inspector checked evidence of the suitability of staff working with children.

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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