

Inspection of Happy Hares (Nursery And Pre-School)

11 Boutport Street, BARNSTAPLE, Devon EX31 1RW

Inspection date: 30 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 feel safe and secure as they confidently explore the variety of spaces in the setting. They independently choose from a range of suitable toys and activities on offer. Staff support children to take appropriate risks and challenges as they balance, climb and use tools. Children are eager and motivated to join in and have high levels of self-control. They have respect for one another and happily share toys, take turns and give out cups to their friends at mealtimes.

Babies and older children have warm and trusting relationships with the adults who care for them. Children go to staff for reassurance and comfort. Staff are very attentive to children's needs, responding to them sensitively. The setting has high expectations and staff support children well, including those with special educational needs and/or disabilities (SEND), to make good progress in their learning and development. This helps to prepare children with the necessary skills and knowledge for later learning. The setting has made some changes as a result of the COVID-19 (coronavirus) pandemic to ensure children's safety. For instance, staff quarantine story packs from the lending library when they are returned by parents until they are safe to be used again.

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

- Children's behaviour is excellent. They show a very good understanding of the expectations of the setting, which is reinforced by staff in a kind and respectful way. When children experience difficulties, staff take highly effective action to support them and help them to understand their emotions.
- Staff provide children with a wide range of opportunities to develop their physical skills. Babies pull themselves up to stand and staff support them as they learn to walk. Older children climb safely on the new climbing frame and they confidently negotiate swings or balance on posts and obstacle courses.
- Staff read to children in a way that engages them and they introduce children to new vocabulary. For instance, they talk about the differences between a rabbit and a hare or a duck and a goose. Children with communication difficulties are taught to sign.
- Staff follow children's interests to plan activities that help children develop knowledge across the areas of learning. Staff question children to check their understanding. However, they do not always give children time to answer their questions.
- Children enthusiastically join in with group times. They sing familiar songs and play musical instruments or describe hidden objects they can feel.
- Babies play with water as they fill and empty containers. Older children practise their counting skills and identify shapes. This helps children to understand mathematical concepts to prepare them for the next stage in their learning.

- Staff encourage children to be independent in their self-help skills and, as a result, children are learning rapidly how to take care of themselves. Older children access drinking water, use the toilet independently and wash up their dishes after snack time. Toddlers willingly help to tidy away their toys. Babies learn to pour their own drinks and are supported to wash their own hands.
- Parents are complimentary of the setting and are very happy with the progress their children make. Some parents choose to provide their children with packed lunches. However, leaders do not always work in partnership with parents to support them to provide children with healthy choices.
- Staff praise the children often for their choices and achievements. Children proudly demonstrate what they have made or can do and show high levels of confidence in their abilities.
- Leaders have an ambitious vision for providing high-quality care and education for children. They make sure that all children, including those with SEND, are given every opportunity to succeed. They make good use of additional funding to provide children with the support they need and extend the opportunities available to them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a good understanding of how to keep children safe and they ensure staff keep their child protection knowledge up to date. Staff know the signs that may indicate a child is at risk from harm. They understand how to report concerns about children's welfare. When recruiting new staff, leaders follow a thorough process to ensure staff are suitable for their roles. Leaders and staff give the highest priority to ensure children's safety and well-being.

What does the setting need to do to improve?

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

- support staff to consistently give children sufficient time to answer questions, so that children can articulate what they know
- improve partnerships with parents to provide a healthy diet for children.

Setting details

Unique reference number	EY561019
Local authority	Devon
Inspection number	10194271
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 at time of inspection	0 to 5
Total number of places	55
Number of children on roll	91
Name of registered person	Spencer, Frances Clare
Registered person unique reference number	RP903230
Telephone number	01271377034
Date of previous inspection	Not applicable

Information about this early years setting

Happy Hares (Nursery And Pre-School) registered in 2018 and is based in Barnstaple. The setting is open from Monday to Friday between 7.30 am and 6 pm. It receives early education funding for children aged two, three and four years. There are 15 members of childcare staff, 12 of whom hold appropriate early years qualifications, including two with qualified teacher status.

Information about this inspection

Inspector

Den Russell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in their evaluation of the setting.
- The manager and the inspector went on a learning walk across all areas of the pre-school and discussed how the early years provision and curriculum are organised.
- The manager and the inspector jointly observed and evaluated an activity.
- The provider and the nursery manager discussed the leadership of the setting with the inspector.
- The inspector spoke to children and parents to gather 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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