

# Inspection of Happy Days Nursery Derriford

Unit 3a & 3b, Derriford Business Park, Plymouth PL6 5QZ

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Inspection date: 5 July 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager and staff have adapted the settling-in procedures to take account of the impact of COVID-19 (coronavirus) on children's emotional well-being when they start attending. This has had a positive impact on children's sense of security. New babies settle quickly and form close relationships with their key person. Staff are friendly, gentle and respectful of children. For example, they ask children's permission to change their nappy. Children arrive calmly and happily, and are keen to greet their friends and the staff.

Staff have high expectations for all children, including those who require additional help and who have special educational needs and/or disabilities. Staff provide effective support to help children build on what they know and can do. Children make good progress in preparation for later learning, including starting school. They enjoy exploring the attractive and stimulating play areas and benefit from ample time to be physically active and play in the fresh air. Children confidently choose to join in with group activities, demonstrating a positive attitude to learning. They are well behaved and understand the expectations within the setting. For example, children willingly help to tidy away the toys, use good manners and listen to staff.

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

- The new manager has a clear and ambitious vision for the nursery. She has worked closely with the local authority, staff and parents to raise standards. In particular, she has addressed the actions from the previous inspection successfully to ensure all staff implement the safeguarding policy and procedures.
- Staff plan a broad and varied curriculum and take account of children's interests, to provide challenging activities. For example, when staff notice children enjoying playing with toy cars, they encourage the younger babies to crawl after the cars that roll across the floor, and support toddlers to count the vehicles. At times, staff do not make the best use of opportunities to engage and interact with children to develop their communication and language skills further.
- Staff plan enjoyable activities to promote children's physical development. Babies and toddlers practise climbing steps to the slide repeatedly, which builds their leg muscles and encourages their balance. Two-year-old children develop coordination and strength in their hands when they use tools such as rolling pins, to shape play dough.
- The manager provides support and coaching for staff. She has regular meetings with them to discuss their roles and responsibilities, and staff have good opportunities to access training. However, the manager is still developing the process to monitor staff's practice and the success of the curriculum. Staff do

not consistently target children's next steps in learning as effectively as possible.

- Staff teach pre-school children to identify their feelings and emotions, and encourage them to reflect on their experiences and behaviour. During group activities, children recall times when other children drew on their pictures and how they retaliated out of anger. Staff help them to think about how this made them and their friends feel, introducing new words such as 'embarrassed'. Pre-school children learn to express themselves clearly and calmly, and to make positive choices. Children are kind, play well together and learn to share and take turns.
- Children have high levels of self-esteem and confidence. They approach visitors to talk about the nursery, inviting them to join in with games. They are keen to help dress themselves and serve food at mealtimes. Staff make use of children's motivation and can-do attitude to encourage them to become independent in managing their self-care.
- Staff provide good support for the oldest children's emotional well-being ahead of their move to school. Children are enthusiastic about starting school and demonstrate confidence as they enter this next stage of their learning.
- The manager and staff work in close partnership with parents. They inform parents about their children's experiences and progress, and encourage them to borrow resources to extend children's learning at home. Parents praise the nursery highly and confirm their children are very happy and make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures staff have an up-to-date knowledge of child protection and wider safeguarding matters, such as radicalisation. Staff know the signs that may indicate a child is at risk of harm. They understand how to report concerns about a child's welfare or the behaviour of another member of staff appropriately. The manager and staff carry out detailed risk assessments to ensure the premises are safe and secure. The manager implements thorough recruitment and vetting processes to ensure all staff understand their role and responsibilities, and are suitable to work with children.

## **What does the setting need to do to improve?**

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

- develop the monitoring of the curriculum and support staff to target each child's next steps in learning as effectively as possible
- develop the consistency of staff's engagement and interaction with children to fully support their communication and language.

## Setting details

<b>Unique reference number</b>	EY465484
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10130091
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	146
<b>Number of children on roll</b>	237
<b>Name of registered person</b>	Happy Days South West Limited
<b>Registered person unique reference number</b>	RP900846
<b>Telephone number</b>	01752 786 318
<b>Date of previous inspection</b>	16 October 2019

## Information about this early years setting

Happy Days Nursery Derriford first registered in 2008 and re-registered in 2013 due to a change of premises. It is based at Derriford Business Park in Plymouth and operates from a purpose-designed building. The nursery receives funding to provide free early education for children aged two, three and four years. It operates each weekday from 7am to 7pm, for 51 weeks of the year. There are 36 members of staff employed to work with the children, 31 of whom have appropriate early years qualifications between level 2 and level 6.

## Information about this inspection

### Inspectors

Sarah Madge  
Michelle Heimsoth

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The new manager discussed with the inspectors how the early years provision and curriculum are organised and how they decide what they want children to learn.
- Joint observations were carried out with the manager and the inspectors to reflect on the curriculum and quality of teaching and learning.
- The inspectors observed staff and children in each playroom.
- A meeting was held with the inspectors, the nursery manager, and managers from the company to discuss the running of the nursery and the procedures.
- An inspector spoke with 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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