

Inspection of Happy Days Nursery & Pre-School Weston-Super-Mare

6 Whirlwind Road, Weston-Super-Mare, Somerset BS24 8EF

Inspection date: 31 August 2021

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 are greeted warmly by their key person on arrival, which helps them to settle quickly and happily engage in the stimulating activities. The well-organised environment, indoors and outdoors, enables children to benefit from learning where they prefer to, which also supports their health and well-being. Older children understand the importance of good hygiene to stop the spread of germs. For example, they blow their nose, place the tissue in the bin and wash their hands. Children are curious and persevere, determined to succeed. For example, young children pick up crayons in one hand until they manage to carry them all. Babies and toddlers have lots of opportunities for sensory exploration. For example, they smell, taste, and feel a watermelon, and splash in strawberry smelling water, listen to foil as they crinkle it, and excitedly catch bubbles. Older children have good opportunities to develop their early writing and mathematical skills in their play. For example, they keep records of how many different bugs they find. The new manager has considered the impact of parents not entering the building as they would have done before the COVID-19 (coronavirus) restrictions. She has introduced an information area for parents, including oral health such as the use of dummies and dental care. Parents confirm that they speak with their child's key person, to share important information, almost every day. They state that the staff provided good support throughout the pandemic and when settling their children back in. They describe the staff as amazing.

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

- The newly appointed manager has a strong vision of what she wants for the nursery and has already identified and started to implement actions for improvement. For example, she has introduced ways of gaining parents' feedback and involving them more in decisions. The manager is still undergoing her induction and is being supported well by the leadership team.
- The manager has focused on getting to know staff, seeking their views, and checking their well-being and development needs. She regularly observes their practice and accurately identifies their strengths and ways to improve. Staff confirm that, through her support and guidance, this has had a positive impact. The manager wants to empower the staff to share her vision and take ownership for providing high-quality practice.
- Staff plan well. They understand the learning intention of activities and how they are supporting individual children. Staff know and follow children's interests, which engages them effectively and helps their concentration. For example, staff plan a drawing activity but when children show more interest in paint this soon changes to exploring colour mixing.
- Children develop a love of books throughout the nursery. The manager has used funding to provide more dual language books for children who speak English as

an additional language. Staff use these effectively to extend children's knowledge and vocabulary. For example, babies join in with the noises and names of animals. Older children gain an understanding of what an author, illustrator and even a publisher do. Children comment on what will happen next and ask and answer questions. However, sometimes staff answer their own questions too quickly, not giving children enough time to think and respond.

- Staff have good opportunities to have training and develop their practice, which has a positive impact on children. For example, staff trained in sing and sign use this to great effect to help babies remain engrossed and able to concentrate, while enjoying joining in. When babies play independently, they can be heard using sounds to represent words, such as one, two, three. Toddlers quickly become more verbal and older children are confident communicators.
- There have been recent staff changes, however, children remain secure and happy. Staff have a good knowledge of children's individual needs, such as their sleep routines and preferences. Children have good relationships with all staff and each other. Older children think of others' feelings and all children learn to be kind. They gain a positive awareness of their uniqueness and other peoples' differences.
- All children become independent learners, making choices. For example, children make their own play dough, using picture cards to follow the recipe. However, on occasions, staff do not provide all opportunities for older children to learn through trial and error. For example, they tell children they have enough water or that they need to add more, without helping children to consider what they need to do for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The management team follow good procedures for safer recruitment, induction, and supervision to ensure staff are suitable to work with children. The manager and room leaders ensure the effective deployment and supervision of children in all areas. They carry out regular risk assessments and involve the older children, to help them manage their own safety well. Managers and staff have a good understanding of their responsibilities to safeguard children. They all attend training and take appropriate action if children are at risk of harm. Staff know how to follow the clear whistle-blowing procedures, should they have any concerns about staff.

What does the setting need to do to improve?

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

- give children enough time to think and respond to questions
- help children to use trial and error to increase their understanding of the world.

Setting details

Unique reference number	EY563280
Local authority	North Somerset
Inspection number	10194244
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 4
Total number of places	81
Number of children on roll	203
Name of registered person	Happy Days Day Nurseries Limited
Registered person unique reference number	RP900845
Telephone number	01934 420343
Date of previous inspection	Not applicable

Information about this early years setting

Happy Days Nursery & Pre-School Weston-Super-Mare registered in 2018. It is one of 18 provisions owned by the company. The nursery operates Monday to Friday from 7am to 6pm for 51 weeks a year. They receives funding to provide early education for children aged two, three and four years. There are 24 members of staff who work directly with the children, of these, three hold an appropriate childcare qualification at level 6 and 17 at level 3.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager led the inspector on a walk around the setting to discuss how they use their environment to implement their curriculum. They also carried out a joint observation.
- The inspector observed the quality of education, spoke with staff and assessed the effectiveness of safeguarding and care procedures.
- The inspector held a leadership and management discussion with the manager, operations manager and head of quality, and sampled documentation.
- Parents' and children's views were taken into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021