

Inspection of Happitots Day Nursery

31 Chorley Road, Westhoughton, Bolton BL5 3PD

Inspection date: 27 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children have a real sense of belonging in the homely nursery. They genuinely appear to adore the staff, who take care of them. Staff provide soft lighting and calming music to settle children to sleep. Children demonstrate that they feel safe as they snuggle into staff for cuddles. Close bonds are evident as children and staff play harmoniously. They constantly laugh and giggle, and share jokes and happy times together.

Leaders want children to thrive, and they support children to enjoy learning. Children immerse themselves in exciting, imaginative activities that staff plan based on what they know the children like. For example, boys are interested in dinosaurs, so staff provide natural resources to allow children to replicate the dinosaurs' habitat. Children enjoy sensory experiences. They explore twigs and leaves and carefully make a safe haven for the prehistoric animal toys. When older children discuss having pizza at home, staff are on hand to provide resources for children to create their own 'pizza oven' to bake their 'pizza dough'.

Children use impeccable manners. They are kind and are respectful. Even the youngest children share books with others. Children demonstrate friendly behaviours. They show how self-assured they are, particularly in light of the current situation. As a response to the COVID-19 (coronavirus) pandemic, leaders reviewed the collection arrangements. Parents now have to kiss and drop children off at the door. Visitors have not entered the premises for a long time. However, children confidently welcomed the inspector and told her with pleasure just what they enjoy about the nursery.

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

- The curriculum for personal development is very well established. Staff place high priority on ensuring that children are aware of and understand feelings and behaviours. They can sit on 'Edna's chair' if they need to take a minute to process thoughts or just to have a relax. Older children understand that there are times when their friends require a little help or reassurance. They often ask questions to check how others are feeling. Children acknowledge and celebrate differences between themselves and others. For example, Autism awareness is actively promoted.
- The small staff team is close knit and works well together. Less-experienced staff are supported to improve their practice. Peer observations are in place; however, the programme for staff training and development is still in its infancy. As a result, the provider has not yet ensured that all staff deliver the curriculum that is intended to the same level. Nonetheless, as the team is small and leaders are hands on, children are making good progress overall.

- Leaders have the best intentions for all children. They have worked tirelessly during COVID-19, to ensure that children get the care and the education that they are entitled to. For example, the provider made sure that children who could not access much needed funding could still attend. This, along with the significant improvements that staff have made to the learning environment and by addressing any identified actions, is helping children to work towards their full potential.
- Children relish active play outdoors. They benefit from opportunities to build their physical strength. They manoeuvre across strategically placed tyres, catch balls and jump up to pop bubbles. Children conquer the large ramp and small steps with ease. Children show understanding of the world around them. They check how the recently planted herbs are growing and know they need to replenish the bird feeder before the weekend.
- Friendly staff are enthusiastic which helps to make learning fun. They play with children and offer praise and encouragement to help them to flourish. However, sometimes staff do not ensure that activities build on what individual children know and can do. At times, children's communication and language are not consistently promoted. For example, during story time, children's listening is interrupted and correct words are not always used to further extend their vocabulary. Leaders acknowledge this and have identified the need to help staff to further support this area of learning.
- Leaders want to continually improve and have started to gather feedback to help make ongoing changes. An example of this was in relation to revising the menu to provide a more suitably healthy and balanced diet. Children have superb social skills. They are observed sitting beside their peers while they enjoy a home-cooked roast dinner. Children show excellent dexterity as they expertly use cutlery to cut up their food before demolishing the mouth-watering meal.
- Staff pride themselves on providing a homely environment. Parents praise the fact that staff know the children so well. Overall, parents are complimentary about the staff and how the nursery has improved. However, some parents comment that they are not kept up to date and there have been recent periods where systems to share information were unsuccessful. This means they have not been updated with children's learning and development and have been unable to help their children to make the very best progress possible.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are aware of and implement the policies and procedures to help protect children's safety. All staff have a clear understanding of the signs that may indicate that a child is at risk of harm. This includes some of the lesser known aspects of child protection, such as recognising extreme behaviours and radicalisation. Even less-experienced staff know the steps to take if they are concerned about the behaviour of a colleague. Risk assessment is used well to ensure that children play and learn in a safe environment. The premises are safe and secure. The processes for checking the identity of visitors are rigorous and

help to ensure that children are well protected.

What does the setting need to do to improve?

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

- strengthen staff professional development to help them to deliver a precisely sequenced curriculum that builds on what individual children know and can do
- help staff to support children's listening and attention skills and to extend children's language and vocabulary
- improve partnership with all parents to update and involve them more in children's ongoing care and learning.

Setting details

Unique reference number	316020
Local authority	Bolton
Inspection number	10127889
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 at time of inspection	0 to 4
Total number of places	26
Number of children on roll	22
Name of registered person	Barstow, Diane Margaret
Registered person unique reference number	RP907926
Telephone number	01942 815 702
Date of previous inspection	1 October 2019

Information about this early years setting

Happitots Day Nursery registered in 1992. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The quality of teaching was observed indoors and outdoors, and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk and the intent of the curriculum was discussed.
- A joint observation was completed.
- Children and staff were spoken to, and the inspector held ongoing discussions throughout the inspection.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the nursery's self-evaluation and checked evidence of staff's suitability.
- Parents' views were obtained.
- Regular meetings were held with leaders.

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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