

Inspection of Happy Days Community Childcare

Coulman Bungalow, Church Balk, Thorne, South Yorkshire DN8 5BU

Inspection date:

30 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children eagerly arrive at the nursery and are greeted warmly by staff. They confidently settle in the calm and nurturing environment. Children demonstrate a secure understanding of how to behave and follow instructions. They use their manners saying, please and thank you with their friends and staff. Children are learning to be healthy. They make healthy choices, for example when making pizzas. Children taste and select vegetables for their toppings. Children are learning to grow their own food. They have successfully grown rhubarb and strawberries. Leaders plan to extend this interest by creating an allotment. Children enjoy exploring the colours and smells of a variety of flowers, when making perfume. Young children learn good hygiene routines and build their independence. For example, they wash their hands before and after eating, or handling food. However, although children enjoy many activities planned for them, staff do not always have a clear understanding of what they want children to learn, in order to support their good progress.

Children develop their physical skills when riding the balance bikes. They practise stopping and starting during a traffic light activity. Babies and young children develop their communication and language skills effectively. For example, they join in welcoming their friends at circle time. They enjoy singing and acting out nursery rhymes.

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

- The setting has an excellent partnership with parents and the local community. The nursery uses these strengths to improve the provision of resources for the children. The local community supports the nursery, giving time and equipment to improve the environment. During the COVID-19 (coronavirus) pandemic, staff were proactive in supporting parents at vulnerable times.
- Children benefit from a caring and nurturing staff team. Staff know children in the baby room well. They understand the unique needs of each child and quickly identify babies' individual learning styles. This supports them to engage in meaningful play and learning. For example, exploring the music basket, their textures, and sounds.
- Some activities promote children's learning well. However, other activities lack clear learning intentions and are not implemented effectively enough to meet the needs of the children. For example, when children were exploring the textures of fruits, they use a knife to cut them up. Staff do not consistently use what they know about children, to challenge what each child knows and can do.
- The setting is in the process of developing their curriculum. The deputy manager is working in partnership with her local authority professionals to move this forward, and support children's learning.

- The large outdoor area is utilised well. Children make independent choices to play indoors or outdoors. Children enjoy the time they spend outdoors. They are using their imagination in the mud kitchen, pouring cups of tea, and preparing food. They use sticks to make marks in the foam. The leader has embedded a culture of outdoor play to provide children with a variety of activities and experiences. The leader has plans in place to develop the outdoor area further with parents. This will give direct access to an outdoor garden for babies and toddlers.
- Some staff are supported well. The leader spends time working with staff in the rooms to develop their confidence and improve their practice. For example, staff are supported to produce wall displays about the benefits of messy play on children's learning and development. However, the induction programme is not in depth enough for staff to develop a thorough understanding of their role and responsibilities in the setting.
- The deputy manager reviews some aspects of the setting. She makes sure staff have all completed mandatory training. This keeps some of their skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in keeping children safe, including wider safeguarding issues. Staff are knowledgeable about what to look for that could indicate a child could be at risk of harm. Most of the staff hold a paediatric first-aid certificate. This ensures that staff are able to care for children in the event of an accident or incident.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the implementation of the curriculum for children, to ensure it meets their learning needs in all areas.	01/12/2021

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

- extend the induction programme for staff, students and volunteers to ensure this covers the skills and knowledge they will need to carry out their roles and responsibilities.

Setting details

Unique reference number	2527016
Local authority	Doncaster
Inspection number	10204594
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	1 to 4
Total number of places	48
Number of children on roll	26
Name of registered person	Happy Days Community Childcare Ltd
Registered person unique reference number	RP531682
Telephone number	07432482737
Date of previous inspection	Not applicable

Information about this early years setting

Happy Days Community Childcare is in Thorne near Doncaster. The provider employs five staff. Most of the staff hold a level 3 qualification. The setting provides funded early education for two-, three- and four-year-old children. The setting is open, Monday to Friday, 7am to 6pm, throughout the year.

Information about this inspection

Inspector
Joanne Clark

Inspection activities

- This was the first 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 their evaluation of the provider.
- The provider and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Joint observations were carried out by the inspector and the provider.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers, at appropriate times during the inspection.

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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