

# Inspection of Happy Days Day Nursery Thornbury

2 Cooper Road, Thornbury, Bristol BS35 3UP

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Inspection date: 6 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and enjoy their time at the nursery. They are eager to learn and make choices in their play. Staff provide less-confident children with support and reassurance to help them settle quickly on arrival. Children demonstrate that they feel safe and secure, and form good bonds with the caring and enthusiastic staff. Staff have high expectations of children and are positive role models. Children's behaviour is good.

The broad curriculum ensures that children have regular opportunities to hear and join in with familiar rhymes, songs and stories to support their language skills. Babies thoroughly enjoy group singing activities. Staff support them successfully to 'tap on the box' and choose a soft toy for the next song. Toddlers proudly sit with friends and adults to read a story about 'Elmer the elephant'.

Children gain good mathematical skills. Staff embed mathematics into activities. As toddlers manipulate dough, staff introduce tools to make patterns and encourage children to experiment and compare the different patterns in the dough. Staff challenge pre-school children to count the time it takes for rice to move through a funnel into the container below. Children accurately count 32 and 40 seconds, and demonstrate an understanding of larger numbers, such as 100.

Due to the COVID-19 pandemic, parents have not been able to enter the base rooms, in order to minimise the risk of infection. Parents state that staff share information about their children's time, next steps in learning and progress at the nursery, and how they can support children's learning at home.

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

- Leaders reflect on the quality of the provision and make changes that benefit children, such as reducing the burden of unnecessary paperwork on staff. There have been recent changes in the management and staff team. Leaders have worked proactively to support staff and to provide consistency for children. As a result, key persons know children well, and know what they want them to learn next.
- Staff assess children accurately and work with outside agencies as needed to help close gaps in learning for those children with additional needs. Early years pupil premium funding is used to benefit children, such as providing disadvantaged children with healthy meals. New resources have helped children to understand their feelings and develop their concentration skills. Staff incorporate children's interests into activities. However, they do not always adapt their practice to focus on children's individual next steps in learning to help children consistently achieve the best possible outcomes.

- Staff extend children's communication and language skills constantly. They provide a narrative for children's play, ask children effective questions, and make good use of signing to develop babies' understanding. Children become confident communicators and engage in conversations with others. For instance, as children look through cardboard 'telescopes', staff encourage them to recall previous learning about space. Children are keen to share that they are 'travelling to Jupiter' in their spaceship and afterwards they are 'flying to Neptune' and then they are going to 'fly back down to Earth'.
- Staff support children well to solve problems and work as a team. For instance, children create aliens out of 'space rocks' and dough. Children share the resources and laugh as they take turns forming the alien's eyes, legs and arms. Staff extend children's thinking, asking them about the temperature on Mars, where the aliens live, and how they might keep warm. Children listen to and respect other's ideas. However, children have limited opportunities to learn about individual differences in society, or celebrate and value their different cultural backgrounds.
- Staff promote children's self-care and independence skills. Babies learn to feed themselves with a spoon and toddlers pour their own drinks. Staff work effectively with parents to potty train children. Older children learn to put on their coats before they go outside, in readiness for school.
- Children's physical health is promoted well through nutritious food, regular fresh air and exercise. Staff provide the youngest babies with tummy time to develop the muscles in their bodies. Babies pull themselves to standing and climb in and out of boxes. Children giggle as they follow instructions to shake a parachute 'up high' and 'down low' to make a toy spider bounce up and down, while singing a rhyme.
- Children use a wide range of resources to practise their early writing skills. Older children sit at a table with good posture and hold paint pens correctly as they create pictures. Staff teach less-confident children how to hold scissors. Children show resilience as they persevere to make decorative snips along all four sides of their picture.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and staff understand their role and responsibility to keep child safe and protect them from harm. They know how to identify and report any concerns about a child or adult working on the premises. The leadership team implements robust recruitment and induction procedures to ensure staff are suitable for their role. Leaders ensure the required adult-to-child ratios are met at all times. Staff deploy themselves effectively to supervise children to help keep them safe, including sitting with children during mealtimes and checking on sleeping children regularly. Staff carry out regular checks indoors and outdoors to help provide a safe and welcoming learning environment for children.

## 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 adapt their interactions during planned activities to focus more consistently on what individual children need to learn next
- help children to learn about and value diversity in the local community and wider world.

## Setting details

<b>Unique reference number</b>	EY542365
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10218208
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	81
<b>Number of children on roll</b>	118
<b>Name of registered person</b>	Happy Days Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900845
<b>Telephone number</b>	01454 419 911
<b>Date of previous inspection</b>	17 April 2019

## Information about this early years setting

Happy Days Day Nursery Thornbury registered in 2016. It is situated in the Thornbury area of South Gloucestershire. It operates from 7am to 6pm, all year round, except for bank holidays. The nursery employs 15 staff who work with the children, including the manager who holds a relevant early years qualification at level 7. Nine other staff hold relevant early years qualifications from level 6 to level 2. The nursery employs a chef and an administrator. The nursery currently receives early years pupil premium funding and funding for free early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Karen Allen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager carried out a joint observation of a communication and language activity with the inspector.
- The inspector talked to staff and parents and took account of their views.
- Children spoke to the inspector about what they enjoy doing and their play and learning.
- The inspector met with the leadership team and reviewed a range of documentation, including the suitability of staff working in the nursery, staff qualifications, paediatric first-aid certificates, and attendance registers.

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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