

Inspection of Happy Hours Day Nursery @ Biddulph

Happy Hours Day Nursery, Lawton Street, Stoke-On-Trent, Staffordshire ST8 6EX

Inspection date: 18 January 2022

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 and parents are greeted warmly by the professional and friendly staff. Children and babies form close trusting bonds with their key person, and staff know the children well. They lovingly support children and sensitively tend to their needs throughout the day. The manager and staff pride themselves on providing a homely environment where children feel relaxed and at home. Children quickly settle into the daily routines of the nursery. They make independent choices on the direction of their play from the selection of fun and interesting toys and resources. All children make good progress in their learning, including those with special educational needs and/or disabilities. Children's behaviour is good. They learn to share, take turns and play cooperatively with their friends.

Children learn through an effective balance of adult-led activities and child-initiated play. Staff introduce topics that capture children's curiosity and support their learning. For example, older children learn about the police and how they help us. They examine each other's fingerprints and have fun making boot prints with paint as they pretend to be detectives. Children have enjoyable opportunities to learn about the world around them. For example, they take part in trips to a local farm and to the beach during the summer. Children learn to develop an awareness of diversity and are encouraged to share their own cultures and traditions.

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

- The manager and her staff team are dedicated and highly ambitious in making the nursery the best it can be. The manager is very reflective. She is always evaluating the nursery based on how individual children learn, and makes changes where needed. The quality of teaching is monitored through regular observations of staff practice and providing feedback. The manager has a clear vision for the nursery and creates a highly inclusive and family orientated ethos.
- Before new children start at the nursery, staff gather key information from parents which enables them to cater well for children's needs and interests. Partnerships with parents are strong and supportive. Staff share daily information with parents about children's care, learning and development. They share ideas with parents to support children's progress at home, which helps to provide continuity in children's learning. Parents speak very highly of the nursery and say staff always have children's best interests at heart.
- Staff support children's communication and language skills effectively. They undertake communication and language screening assessments for all children, and use this to tailor specific support for each child. Staff interact well with the children. They support older children to use new words, such as 'prehistoric' and 'mammoths', to expand their understanding. Babies thoroughly enjoy song time. They happily join in with actions and babble words they are familiar with.

- Children benefit from opportunities to learn outdoors and exercise in the fresh air. Older children take part in weekly physical education sessions that build on their physical skills. Babies who are not yet walking are supported and encouraged by the nurturing staff, who offer an abundance of praise for their achievements.
- During daily routines, staff sometimes remove children from story time to wash their hands before mealtimes. Although this is done respectfully, children do not have chance to finish listening to the story and this disrupts their learning and engagement.
- Children are provided with healthy snacks and meals during their time at nursery. All children sit together to eat in a social environment and talk about the food they like. Staff interact well with children and engage them in conversations as they eat. However, staff do not extend their teaching enough to help children learn about the benefits of making healthy food choices and the importance of a healthy diet.
- Children concentrate on their chosen activity for long periods of time. Older children confidently and safely use tools such as scissors and a safety knife to cut up vegetables. Babies are encouraged to feed themselves at mealtimes, which helps to develop their handling skills and coordination.
- The manager and staff have established good links with a range of external agencies and wider professionals. For example, they have formed links with the local schools, which helps to prepare children for the next stage in their education. The manager strives for excellence and creates a secure, safe and nurturing environment for all children to develop and thrive.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. Staff carry out daily risk assessments of all areas used by the children and are qualified in paediatric first aid to ensure children's safety is paramount. The manager and staff have a clear understanding of signs and symptoms that may indicate a child is at risk of abuse or neglect. They have an up-to-date knowledge of safeguarding issues, including the 'Prevent' duty. The manager and staff are confident with the nursery's policies and procedures in relation to making referrals, dealing with allegations and whistle-blowing. The nursery has procedures in place to check the suitability of new and existing staff.

What does the setting need to do to improve?

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

- promote consistent messages about the importance of healthy food to help children extend their knowledge of healthy lifestyles further

- review the organisation of daily routines, such as handwashing, so that children's learning and engagement are not disrupted.

Setting details

Unique reference number	2529438
Local authority	Staffordshire
Inspection number	10208411
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 12
Total number of places	72
Number of children on roll	164
Name of registered person	Happy Hours Partnership
Registered person unique reference number	RP909928
Telephone number	01782 516564
Date of previous inspection	Not applicable

Information about this early years setting

Happy Hours Day Nursery @ Biddulph registered in 2019. The nursery operates Monday to Friday. Sessions are from 7.30am until 6pm, all year round, except for bank holidays and one week at Christmas. The nursery employs 16 members of staff. Of these, 15 hold appropriate early years qualifications from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- This was the first routine inspection the setting 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 their evaluation of the setting.
- The manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- The inspector held a meeting with the manager to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the nursery.

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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