

Inspection of Happy Days Nursery St Minver

St. Minver School, Rock Road, St. Minver, WADEBRIDGE, Cornwall PL27 6QD

Inspection date: 13 April 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children positively thrive in this nurturing and inspiring setting. Extremely professional and knowledgeable staff support each child to reach their full potential. All children, including those with special educational needs and/or disabilities (SEND), make exceptional progress. This is because of the brilliantly sequenced and child-focused curriculum. Toddlers develop their walking skills quickly as they cruise from one piece of well-placed furniture to another. Pre-school children find the letters from their name in a sand activity. They sequence them expertly to spell their name, sounding out each letter. Staff adapt activities extremely well so all children are included. For example, they deliver a group activity outside as some children respond better when outdoors. The children excitedly explore the different sounds materials make when they run sticks over them. They are deeply engaged and label the sounds they hear.

Children display exemplary behaviour and are very respectful to each other. They are extremely happy as they feel highly valued and safe. Babies and toddlers chuckle as they discover new skills, such as pulling themselves up to look in a mirror. Pre-school children excitedly share their thinking and ideas with nearby staff. They are secure in the knowledge that their ideas will be supported and valued.

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

- All activities are incredibly well planned to ensure children can problem-solve for themselves. Babies and toddlers investigate resources independently. Staff are close by, expertly modelling language to help build their understanding. For example, a toddler moves sand from one container to another. Staff suggest that they count the scoops. They count from one to 13 confidently. With staff's support they count to 20. Pre-school children continually test their ideas and confidently take risks. For example, they experiment using solids and liquids. Children suggest that the mixture might explode. Staff encourage them to mix the ingredients and see what happens. The children are deeply engrossed and thrilled with the opportunity to have a go. They are excited as the mixture froths and foams over the top of the container.
- Children develop excellent language skills. Babies and toddlers join in with sing-and-sign sessions. They are all very engaged and happy as they sing familiar words and tunes. Babies and toddlers relish having interesting everyday objects in their role play area, such as a hairbrush and sun hat. They learn the words for these and begin to understand what they are for, as staff model actions for hair brushing. Pre-school children listen attentively to familiar stories and repeat phrases as they play. They learn to sound out letters and recognise words as they eagerly take part in different activities.

- Leaders and staff communicate extremely well. The ethos of the setting is clearly shared through training and staff meetings. This means staff have a clear understanding of what is expected of them. Staff are happy and confident that they are doing their best.
- Children with SEND have exceptional support, including with transitions into school. This is because the manager has developed excellent partnerships with outside agencies. She wants the best for all children and makes sure they are all expertly supported to make the best progress they can. She ensures that all staff know how to support children with SEND effectively and consistently.
- Leaders are extremely reflective and constantly strive to improve practice. They share their ideas clearly with the team. Leaders read widely and research different high-quality teaching methods, to ensure staff offer children the best learning opportunities. This includes ensuring children develop a strong sense of belonging and their well-being is high at the nursery. Staff know that happy and secure children learn more effectively and reach their full potential.
- Partnerships with parents are excellent and very effective. Parents feel highly supported by the manager and staff. They know that their children are making excellent progress and enjoy the huge range of exciting opportunities the staff offer them, including outings to the beach.
- Staff plan and develop exciting activities and challenges that ensure children are ready for school. As a result, children develop excellent independence skills. They independently put on and take off their coats and jumpers if they are too hot or too cold. Children of all ages pour their own drinks. Pre-school children expertly use safety knives to chop up potatoes for a printing activity.

Safeguarding

The arrangements for safeguarding are effective.

Staff have excellent knowledge and understanding of the robust safeguarding policies and procedures. They understand how to recognise and report possible signs of abuse. This includes the wider aspects of safeguarding, such as the 'Prevent' duty guidance and internet safety. Staff are extremely effective at supervising children and keeping them safe from harm. They carry out regular health and safety checks and act quickly when something is unsafe. There are excellent safer recruitment systems in place to check staff's suitability.

Setting details

Unique reference number	EY342450
Local authority	Cornwall
Inspection number	10119977
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	28
Number of children on roll	58
Name of registered person	Happy Days South West Limited
Registered person unique reference number	RP900846
Telephone number	01208 869 693
Date of previous inspection	20 January 2016

Information about this early years setting

Happy Days Nursery St Minver registered in 2006. The nursery is part of Happy Days Nursery group and is situated on the site of St Minver Primary School in St Minver, Cornwall. The nursery opens from 8am to 6pm, Monday to Friday, all year. The nursery receives early years funding for two-, three- and four-year-old children. There are six staff. Of these, five have a relevant level 3 early years qualification.

Information about this inspection

Inspector

Sian Bath

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to a representative of the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 inspector and the manager carried out a joint observation of a science activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at 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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