

# Inspection of Happy Jays Nursery

Audax Close, York YO30 4RA

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Inspection date: 26 April 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive happily at the nursery and are greeted by warm, kind and caring staff. Pre-school children demonstrate a positive attitude to learning and develop the attitudes and skills they need for their move on to school. They are active, enthusiastic learners who are challenged in their learning and development. Staff ask questions that promote children's thinking skills, make links to their prior learning and develop their language skills. Children enjoy being creative and work together, for example when they make a train from cardboard boxes.

Babies confidently crawl around exploring the resources on offer. Older babies enjoy the freedom they have to develop their curiosity. For example, they work out what they need to do to make sounds using the musical instruments. However, the quality of teaching is not consistently strong across the nursery. Children in the Tweenie room do not consistently benefit from high-quality staff interactions. Occasionally, they struggle to find something to do. Staff do not always re-direct them when they fail to be enthused by the experiences on offer. Some children spend periods of time not as engaged as they could be. This means that, although those children make some progress in their learning, they do not make consistently good progress.

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

- Members of the leadership team are keen to provide the best possible experiences for children and their families. They endeavour to support staff and conduct supervision meetings to ensure staff can benefit from some training opportunities. However, there are too many demands on the manager's time. She is currently key person to some of the children and, therefore, has less time to focus on her managerial role. For example, the manager has not been able to assess the impact of the induction process for new staff and the support provided for less-experienced members of staff.
- Staff know children well. They observe children and make some appropriate assessments of their abilities. Staff identify the key next steps in children's learning and provide some purposeful planned activities. However, as teaching practice in the nursery is inconsistent, not all children remain highly engaged in the experiences on offer. This means some children do not progress as well as possible.
- Children develop good levels of speech for communication. Staff use their skills to model language effectively. They introduce new words, such as 'stir' and 'mix', during play, which helps to increase children's vocabulary. All children enjoy singing and story sessions. Older children are keen to follow the actions and engage in stories, offering their ideas of what might happen next.
- Staff gain information to support them to care for babies and follow the routines

that each child needs. They are nurturing towards children and respond promptly to babies' physical and emotional needs to ensure they remain comfortable and content. Staff manage behaviour consistently and children behave well, share and take turns.

- Staff working with the pre-school children use every opportunity to enhance their understanding of mathematical concepts as they play. For example, during a singing activity, children excitedly use their fingers to work out how many currant buns are left. They learn about the concepts of empty and full. Staff use mathematical language, such as 'bigger', 'smaller', 'heavier' and 'lighter'. This supports their mathematical learning well.
- Staff are aware of children's dietary needs. Meals provided at the nursery are healthy, nutritious and consider children's cultural requirements and parental preferences. Staff encourage children to wash their hands at appropriate times. Children have opportunities to be active. For example, thoroughly enjoy spending time in the newly developed outdoor area. Children show great determination as they carefully use their balancing skills to move along the low beams.
- Children behave well. They follow instructions and understand what is expected of them. Staff model positive interactions and encourage good manners. Children wait and take turns during smaller group activities. They show that they acquire good social skills.
- Staff have established positive relationships with parents. They share information with parents in various ways. For example, parents have access to online systems to follow their children's progress. Staff also carry out parent consultations, which they currently do via telephone due to the risk assessments in place in response to the COVID-19 pandemic. This helps to develop some continuity of care and achievements between the nursery and home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete regular safeguarding training and work well as a team to keep children safe. Staff are regularly tested on their knowledge and confidently know how to recognise the signs that a child's welfare may be at risk, including from neglect and extremist views. There are effective procedures in place and staff know the actions to take to report and escalate any such concerns if needed. The manager and staff work hard to ensure the environment is safe and secure for children and minimise risks vigilantly.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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<p>improve the quality of staff's teaching interactions with children, specifically focusing on the educational activities and experiences provided in the Tweenie room, to ensure that learning experiences are enjoyable, challenging and purposeful</p>	<p>24/05/2022</p>
<p>improve the arrangements for the induction of new staff, and the ongoing support that staff receive, to ensure consistency in teaching practice throughout the nursery.</p>	<p>10/05/2022</p>

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

- make better use of reflective practice to accurately review the quality of teaching and monitor the impact of staff induction.

## Setting details

<b>Unique reference number</b>	EY549329
<b>Local authority</b>	York
<b>Inspection number</b>	10232578
<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>	104
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	First For Childcare 3 Limited
<b>Registered person unique reference number</b>	RP549905
<b>Telephone number</b>	01904479261
<b>Date of previous inspection</b>	19 November 2018

## Information about this early years setting

Happy Jays Nursery registered in 2017 and is situated in York. The nursery employs five members of childcare staff. Of these, one holds qualified teacher status and two have an appropriate early years qualification at level 3. The nursery opens from Monday to Friday from 7.30am to 6pm all year round. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## 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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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