

Inspection of Happy Days The Playbox

9a Treyew Road, Truro, Cornwall TR1 3AN

Inspection date: 10 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are delighted to arrive at the setting and get started with their day. Staff welcome parents and children to the setting in a personal and individual manner, allowing children time to excitedly begin conversations with staff. Children are happy and busy throughout the day. They make independent decisions in their play and show confidence as they access the well-resourced learning environment.

Children are motivated to learn and spend much of their time exploring a range of exciting experiences that capture their attention. For example, a cooking activity offers older children chances to recognise numbers and how many 'tablespoons' and 'teaspoons' of flour, salt and water are needed to make dough. Children concentrate well and measure out ingredients competently.

Children thoroughly enjoy playing outdoors in the safe, enclosed garden area. This includes steps and slopes, challenging children to move and negotiate these features safely. Children gain increasing control of their physical movements and learn how to take measured risks.

The nursery stayed open during the COVID-19 pandemic. Staff worked hard to keep in touch with children who were not able to attend the nursery. They provided families with lots of ideas for activities to do at home, to support children's learning.

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

- The management team has a clear understanding of how to design an effective curriculum across all areas of learning. The curriculum has been carefully considered and developed to give all children the skills, knowledge and understanding that they need for their future learning. Staff know the children well and use their daily observations of what children enjoy and can do to guide their planning and teaching. However, on occasions, staff do not use learning opportunities as they arise, to extend children's learning even further, to help build on their existing knowledge.
- Staff understand the importance of children developing a love of reading. They provide a wide range of books that are easily accessible for children to look at when they wish to. Staff read stories to children with enthusiasm and on request as well as part of small-group times. They have established a lending library, so that children can take books home to share with their parents.
- Staff provide good levels of support for children who speak English as an additional language. When children first begin to attend, staff gather information from parents to help support children's understanding of English in the setting. For instance, they collect a list of key words in the children's home language.

- Children enjoy a range of freshly cooked meals as part of a healthy and balanced diet. They like being with each other and talking to the staff as they eat their snacks and meals together. These positive and social experiences help children to feel a strong sense of belonging.
- Children develop their independence in preparation for the next stage of their education in a range of ways. For example, children fill up their cups with water from jugs and learn to use cutlery successfully. Good hygiene measures are in place, and staff encourage children to develop independence with their self-care needs, such as washing their hands and going to the toilet.
- Parents are complimentary about the friendly and nurturing staff. They talk highly of the personalised approach to settling children in, and how happy and excited their children are to attend. The management team are committed to building partnerships with parents and has reflected on how best to develop the communication.
- The management team empowers staff to continually develop their skills and knowledge. The whole staff team seeks out new ways to benefit children's learning constantly. The manager completes regular supervision sessions and staff observations, which she uses to set targets for staff to work towards.
- Staff well-being is highly valued and is a high priority for the manager. She checks regularly on how staff are feeling and to ensure that they feel well supported. Staff morale is high, creating a very positive atmosphere.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular training to ensure that they have a good understanding of the indicators that a child may be at risk of harm. They understand the procedures to follow should they have a concern. Staff know the nursery's procedures and the external organisations that they must report any incidents or concerns to. There are effective recruitment and induction arrangements to ensure that staff are suitable for their role and understand their responsibilities. New staff receive an appropriate induction.

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 identify opportunities as they arise, to extend children's learning and build on their existing knowledge.

Setting details

Unique reference number	EY363646
Local authority	Cornwall
Inspection number	10235154
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	54
Number of children on roll	92
Name of registered person	Happy Days South West Limited
Registered person unique reference number	RP900846
Telephone number	01872 222571
Date of previous inspection	8 September 2016

Information about this early years setting

Happy Days The Playbox registered in 2007. The nursery is part of a group of settings owned by the same provider. They are open Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. The nursery employs 20 childcare staff. Of these, one holds an appropriate childcare qualification at level 7, 12 hold qualifications at level 3 and four hold qualifications at level 2. The nursery receives funding to provide free early years education for children aged two-, three- and four-years.

Information about this inspection

Inspector

Rachel Cornish

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 completed a learning walk with the inspector and discussed their curriculum, and what it is they want their 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 and the inspector carried out a joint observation together.
- Children and staff spoke to the inspector at appropriate times throughout the inspection.
- The views of parents were obtained through discussion and written feedback provided for the inspection.
- The inspector spoke with the manager and the provider's representative about the leadership and management of the nursery.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022