

# Inspection of Happy Days Truro City

College Road, Truro, Cornwall TR1 3XX

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Inspection date: 10 May 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 secure in the child-centred, friendly environment. Those new to the setting soon settle. Babies receive comforting reassurance from their key person, which gives them the confidence to explore the exciting resources. Children have consistent opportunities to become independent learners in the exciting environment. Staff plan effectively, based on the children's current interests and learning needs. This motivates children to be inquisitive and lead their learning. For example, babies press buttons on interactive toys to find out what will happen and older children develop good skills such as cutting and extend their creativity as they construct with recyclable materials. Staff are calm and gentle with children. They notice what fascinates them and if young children start to lose interest, staff are quick to adapt activities, so children become engrossed again.

Parents have not been entering the premises following the COVID-19 pandemic. However, they have started to go in again, individually, at the end of the day. Parents comment very positively on how much they appreciate the way staff work with them to support their children's development. For example, they receive clear guidelines on how to prepare their children for school. There are close links with other settings children attend and with the schools they will move on to, which aids children's transitions.

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

- Managers plan an ambitious curriculum and train staff well to implement it effectively. Staff work closely with parents and use their own observations to get to know what children can do as soon as they start at the nursery. This means they have a good understanding of children's abilities, what they enjoy and the priorities for their next stages of development.
- Staff focus on children's key areas of learning, which underpins their knowledge and skills in all areas. For example, they help babies to gain strength in their legs ready for walking and use sign with singing to encourage them in their developing language skills. Staff introduce new vocabulary to older children and ask some good open-ended questions. However, occasionally, they do not give children enough time to respond to questions and do not always encourage quieter children to join in conversations.
- Staff provide good support for children's emotional well-being. They have high expectations of children's behaviour and give clear and consistent messages. Children behave well, follow instructions, and help take care of the environment. Staff are enthusiastic in supporting children in having a go at new skills, persevering, and feeling proud of their achievements.
- Children develop good understanding of healthy practices through fun activities, such as going on a teddy bears picnic. Children enjoy the provided nutritional

freshly cooked meals. They have good opportunities to understand importance of oral hygiene and even young children spontaneously wash their hands before eating. All children have daily opportunities to be outside and enjoy exercise. For example, older children display skills in yoga poses and toddlers keep balance as they run over ramps.

- Since their last inspection, managers have strengthened the way staff support children's independence. For example, older children set their place for lunch and young children persevere with peeling their fruit for snack. Children pour their own drinks and enjoy having responsibility for daily tasks. The manager intends for staff to challenge children's development so they make the best progress they can. Staff use their observations effectively to know where children may need additional support.
- Managers ensure that children with special educational needs are supported well and benefit from being in this fully inclusive setting. Staff work effectively with parents and outside agencies, ensuring children receive timely interventions and individual targets, to help narrow gaps and prepare them for school. Children gain a positive awareness of each other's similarities and differences. Those learning English as an additional language gain a strong sense of value and belonging.
- The manager and deputy are supported well in their roles by head office staff. They seek parents' and staff's feedback to use in their evaluations of the provision and drive improvements. For example, they extended the garden for the pre-school children to have an outdoor classroom and make choices about where they prefer to learn. The manager spends time in all the rooms, monitoring teaching and providing a good role model. Staff have good opportunities for training and for professional development. There is a strong emphasis on staff and family well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their responsibilities to safeguard children. They attend regular training and have good discussions in their team meetings, to ensure they keep their knowledge up to date. Staff know the procedures to follow should they have concerns that a child may be at risk of harm, including from colleagues. Staff implement their safeguarding policies effectively, carry out good risk assessments, and provide children with constant supervision.

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

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

- build on staff questioning techniques to give children enough time to think and respond to questions, to extend their own ideas and join in conversations.

## Setting details

<b>Unique reference number</b>	EY313724
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10230930
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	71
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Happy Days South West Limited
<b>Registered person unique reference number</b>	RP900846
<b>Telephone number</b>	01872 261 519
<b>Date of previous inspection</b>	6 December 2016

## Information about this early years setting

Happy Days Truro City is one of 18 nurseries run by Happy Days South West Ltd. It registered in 2005 and is adjacent to Truro College on the outskirts of the city of Truro, in Cornwall. The nursery is open each weekday from 6.45am to 6pm for 51 weeks of the year. There are 18 members of staff employed to work with the children. Of these, 14 staff hold an appropriate childcare qualification at level 3, plus two apprentices. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Elaine Douglas

## 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 led the inspector on a walk around the setting to discuss their curriculum and the safety of the premises.
- The inspector carried out a joint observation with the manager in the baby room.
- The inspector observed the quality of education, spoke with staff, and assessed the effectiveness of safeguarding and care procedures.
- The inspector held a leadership and management discussion with the manager and operations manager, and sampled documentation.
- The inspector spoke with several parents and children at the inspection, and read written feedback left for 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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