

Inspection of Happy Days Nursery

Eastmoor Road, Wakefield, Yorkshire WF1 3RY

Inspection date: 25 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

An effective key-person system is not yet embedded in this newly registered nursery. Some parents do not yet know who their child's allocated key person is. This limits building positive emotional attachments between home and the nursery. Staff have not identified all potential risks to children in their daily safety checks. For example, a broken wooden pallet and overlapping fake grass, which could cause children to trip over. There is no clear procedure in place for identified risks to be rectified.

Staff warmly welcome the children into the nursery. Children are familiar with the routines of the day as they hang up their coats and seek out their friends and members of staff. This helps children to feel safe. Children are eager to have a go at the activities provided for them. For example, children work together to complete a large jigsaw. When complete, they eagerly ask for another one. Children demonstrate good turn-taking skills as they play 'bug in a rug'. They take turns as they hide under the blanket, waiting for a child to identify who is hiding. There is lots of laughter and encouragement as children develop their memory skills.

Babies and younger children happily explore the different sounds of musical instruments when playing outdoors. They shake and bang the instruments as they join in with the songs and rhymes. Older children eagerly demonstrate the actions of 'Wind the Bobbin up' to the babies. Children learn good listening skills from an early age.

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

- Parents are happy with the care that the nursery provides. However, some parents, particularly those attending the pre-school, do not yet know who their child's key person is. This limits the positive emotional attachments between parents and the nursery. Parents do not always understand how to access their child's development progress on the parents' electronic app. As a result, the partnership with parents is not always effective.
- Children independently access a wide variety of resources and activities. Staff encourage children's learning as they play. For example, when children find a spider, they count how many legs it has and discuss why it spins a web. However, the setting's curriculum is not yet embedded. As a result, staff do not have a common understanding of what they want to teach children within each room of the nursery.
- Children have lots of opportunities to play in the large outdoor area. Children explore the bushes and trees; they balance and jump off the balance beams. Children expertly climb up the wooden frames and laugh as they come back

down the slide. Children are developing their physical skills well.

- Staff support children's growing vocabulary through story telling. Staff use interesting props and ask children to relate parts of the stories to their own experiences. For example, when reading a book on minibeasts, they hold interesting conversations about where children have seen these or where the minibeasts can be found. Children ask lots of questions, which staff use to extend children's learning. As a result, children make progress in their communication and language development.
- Staff support children's independence skills. For example, they learn to put on their coat and shoes. Older children access the toilet independently. All children wash their hands before food and after personal care routines. Children serve themselves healthy, nutritious food at snack and lunchtimes. They confidently spread cheese onto their crackers using a knife. Children learn to be independent.
- The special educational needs coordinator ensures children with special educational needs and/or disabilities (SEND), and children who speak English as an additional language receive timely interventions and targeted support. Staff ensure children in receipt of additional funding are provided with resources or experiences to enhance their learning. As a result, children with SEND and children who speak English as an additional language are making progress.
- Management have made many positive changes since recently taking over the nursery. New fencing has made the outdoor area secure for children to play in. Staff development is a high priority. Regular supervision meetings have focused on staff well-being and their current level of early years knowledge. Staff comment that they feel more valued in their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms that may indicate a child is at risk of harm. They know who to contact if they have a child protection concern about a child or adult. Rigorous recruitment and induction procedures are in place to ensure only suitable people can work at the nursery. Daily risk assessments are carried out. However, these are not always carried out effectively by staff to identify and resolve all potential risks, such as a broken pallet and overlapping fake grass, which could cause a trip hazard.

What does the setting need to do to improve?

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

	Due date
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ensure all parents know who their child's key person is, and understand the role of the key person in supporting children's learning and development	01/06/2022
ensure staff have the understanding and knowledge, to identify and resolve all potential risks to children in the nursery and outdoor area.	01/06/2022

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

- develop a sequenced curriculum to ensure staff understand what children should learn within each nursery room.

Setting details

Unique reference number	2660868
Local authority	Wakefield
Inspection number	10232275
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	1 to 10
Total number of places	76
Number of children on roll	94
Name of registered person	Northfield Under 5's
Registered person unique reference number	RP535233
Telephone number	01924 332111
Date of previous inspection	Not applicable

Information about this early years setting

Happy Days Nursery registered in January 2022 and is located in Wakefield. It is run by Northfield Under 5's Limited. The nursery employs 15 members of childcare staff. Of these, 14 hold an early years qualification at level 3 and one holds a level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.10am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Information about this inspection

Inspector
Jo Clark

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 and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Joint observations were carried out by the inspector and the manager.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers, at appropriate times during the inspection.
- A meeting was held with the provider and manager. This included a review of relevant documentation, including evidence of staff's suitability and training.

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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