

Inspection of Happy Days Nursery Treloweth Integrated Neighbourhood Nursery

Treloweth C.P. School, Higher Broad Lane, Redruth, Cornwall TR15 3JL

Inspection date: 26 May 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
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 confidently and happily arrive at this well-designed and caring nursery. Adults greet them warmly as children quickly explore the activities on offer. All children, including those with special educational needs and/or disabilities (SEND), make good progress through the ambitious and well-sequenced curriculum. Babies settle quickly as nurturing adults help them explore a sensory basket. Adults model words as the babies pick up objects, such as wooden cones and shiny balls. Toddlers select construction and vehicles to play with. They chat to each other about what they have been doing. Pre-school children run outside to the lovely garden. They use their imagination to build structures with big cardboard boxes. All children achieve well as they are supported by adults who know them thoroughly.

Children are very respectful towards each other and the world around them. Pre-school children offer each other food and water at mealtimes. They listen to each other's conversation with interest. They feel safe as they know that all adults care about them and help them to succeed. Babies seek comfort from their key person, and toddlers snuggle into adults to listen to stories. Pre-school children persist with activities because adults sensitively encourage them to keep having a go.

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

- Children develop excellent self-help and independence skills as adults carefully plan a routine that supports this. Babies learn to feed themselves as they sit safely at low height tables in low chairs. They learn to walk independently as low-level furniture is carefully placed to encourage this. Toddlers practise chopping fruit for their snack with safety knives, while pre-school children set the table for meals. Children of all ages choose their own play throughout the routine.
- Children learn about the world around them. Toddlers explore sinking and floating as they find and put different items into the water tray. Adults model language for sinking and floating. Babies explore the garden and play with soil and herb plants. Adults talk about the smell and texture as babies crush herbs in their hands. On occasion, adults do not always know how to sustain their interactions with children to keep them fully engaged. For example, during the inspection, pre-school children took part in an activity to plant cress seeds and beans. However, staff missed opportunities to extend children's thinking skills. As a result, some children lost interest.
- Children develop good communication and language skills. Adults use sign language to support very young children and children with SEND. Babies learn new rhymes and songs through well-planned sing-and-sign activities. Toddlers weigh and measure ingredients to make play dough. They use language for 'more' and 'less' and describe the texture and smell as they explore the play

dough. Pre-school children learn language for 'potions' and volume as they cut and squeeze lemons, limes and oranges. They count as they squeeze pipettes full of juice into their mixture.

- Children develop a strong awareness of the importance of a healthy lifestyle. They have lots of opportunities to play outside, running, negotiating space and climbing. Children talk about healthy foods and their benefits during mealtimes. They understand that vegetables and fruit need to be part of their diet. Adults promote children's awareness of looking after their teeth through games and giving them toothbrush packs.
- The nursery has excellent partnerships with parents. Adults share children's learning and progress very effectively. Parents feel very supported and share that their children make good progress. Leaders support parents very effectively with their children's transitions into school.
- Children with SEND are very well supported. The special educational needs coordinator has very thorough support systems in place to ensure these children make good progress. She has strong partnerships with outside agencies to ensure everything is in place to help them succeed.
- Leaders and managers are very supportive of the team. They encourage everyone to develop their practice to ensure the best outcomes for all children. They are very reflective and constantly strive to improve the provision.

Safeguarding

The arrangements for safeguarding are effective.

All staff are extremely knowledgeable about safeguarding and understand the nursery's policies and procedures well. Leaders and managers have extremely robust systems in place to keep staff knowledge current and up to date. Staff attend regular training on all aspects of safeguarding, including wider issues, such as the 'Prevent' duty. They know how to quickly identify cause for concern and how to report this. There are very robust systems in place for the recruitment of staff and to ensure the ongoing suitability for them to work with young children.

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 improve the quality of their interactions with older children to extend children's thinking skills and knowledge.

Setting details

Unique reference number	EY277671
Local authority	Cornwall
Inspection number	10119973
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	64
Number of children on roll	145
Name of registered person	Happy Days Day Nurseries Limited
Registered person unique reference number	RP900845
Telephone number	01209 313080
Date of previous inspection	22 April 2015

Information about this early years setting

Happy Days Nursery Treloweth Integrated Neighbourhood Nursery registered in 2004. It is situated in the grounds of Treloweth Primary School in Redruth, Cornwall. The nursery is open Monday to Friday, from 7am until 6pm, all year round. It receives early years funding for children aged two, three and four years. The nursery employs 20 childcare staff. Of these, 13 hold relevant early years qualifications at level 3 and five staff hold relevant early years qualifications at level 2.

Information about this inspection

Inspectors

Sian Bath
Stephanie Ayres

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspectors during the inspection.
- The inspectors spoke to staff at appropriate times during the inspection and took their views into account.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at the relevant documentation and reviewed evidence of the suitability of staff working in 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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