

# Inspection of Happy Days Community Childcare

Coulman Bungalow, Church Balk, Thorne, South Yorkshire DN8 5BU

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Inspection date: 28 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

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

### The provision is good

Children are happy in this warm and welcoming nursery. There is an emphasis on creating a 'family feel' in the environment. Children demonstrate that they feel safe as they snuggle into staff for cuddles. Close bonds are evident as children and staff play harmoniously. They constantly laugh and giggle, and share jokes and happy times together.

Staff consistently help children to gain confidence in their abilities. This becomes apparent when young children wash their hands before snack and toddlers and pre-school children self-serve their lunch. Children assess their own risks. For example, staff encourage them to use equipment safely when using the knife to cut their fruit and praise them when they climb up the steps and slide down the slide. Children demonstrate positive behaviour by helping their peers, taking turns to access equipment and share resources.

Staff are skilled at supporting children's vocabulary and communication development. They continually talk to the younger children and respond warmly to their gestures, sounds and first words. Staff grasp every moment to model words and extend children's sentences. For example, they introduce new words into children's play, such as 'crunchy' and 'crispy', when young children explore the different textures of cereal. All children enjoy singing a variety of songs and listen intently to staff reading and telling exciting stories.

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

- New children starting the nursery complete thorough settling-in sessions and spend time with their new key person. When children move to another room in the nursery, they make plenty of trips to their new room to stay and play, before becoming settled and moving over. Transitions from nursery to school are smooth. Reception teachers are invited into the nursery to meet children in their own surroundings.
- The manager and staff have a clear vision of what they want children to learn. Staff plan activities which ignite children's curiosity. For example, they take part in a game of hide and seek outside. However, at times, staff plan too many activities and unnecessarily interrupt children's play. At times, this affects how children engage in their learning.
- Children who speak English as an additional language are supported well. Staff use some words in their home languages and lots of gestures and pictures. Consequently, children are making good progress and their understanding and use of English are rapidly improving. Parents say that their children learn to speak English quickly.
- Staff provide children with a good range of opportunities to support their

physical development. Children concentrate while they complete peg jigsaws. They enthusiastically use large brushes and water to make marks on surfaces outdoors. This supports their hand strength well, and helps them to gain the physical skills they need for writing.

- Staff encourage children's healthy lifestyles. Children enjoy nutritious home-cooked meals and learn how to keep their teeth healthy and clean. Staff read 'The Hungry Caterpillar' book to children and invite them to try a variety of fruit at snack time. Children get fresh air and exercise every day. They enjoy playing in the garden and engage in lots of learning outside. For example, they enjoy planting seeds to grow their own fruit and vegetables.
- Staff ensure they form good relationships with parents. They share information about children's progress and learning. Staff find out about children's interests. They encourage children to talk about their experiences at home. Staff provide parents with activity ideas. They ensure parents are supported to continue children's learning at home.
- The manager seeks feedback from parents regarding the nursery evaluation to inform the development of the setting. For example, parents share their views at 'cake and catch up' events. Pre-school council meetings enable children to offer important suggestions about their setting.
- The manager monitors staff performance effectively. She regularly observes staff interactions and completes planned and spontaneous observations on their practice. The manager recognises the strengths in her staff team and offers prompt and sensitive feedback to individuals. Staff undertake regular training to help them to keep their knowledge and skills up to date. For example, all staff recently attended curriculum training.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge and understanding of safeguarding. They are aware of the possible signs and symptoms of abuse. The designated safeguarding leads fully understand their role and responsibilities in keeping children safe. Staff understand how to correctly report concerns regarding the welfare of children. They keep this training up to date. Staff carry out regular checks of the indoor areas and the garden to ensure that they are free from hazards. There is an emergency evacuation procedure in place which is practised and understood by staff and children.

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

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

- review the organisation of activities to increase opportunities for children to engage fully in their play and learning.

## Setting details

<b>Unique reference number</b>	2527016
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10210668
<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>	1 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Happy Days Nursery (Thorne) Limited
<b>Registered person unique reference number</b>	RP531682
<b>Telephone number</b>	07432482737
<b>Date of previous inspection</b>	30 September 2021

## Information about this early years setting

Happy Days Community Childcare is in Thorne near Doncaster. The setting registered in 2019. The provider employs six staff. Of these, one holds an appropriate early years qualification at level 6 and four hold qualifications at level 3. The setting provides funded early education for two-, three- and four-year-old children. The setting is open, Monday to Friday, 7.30am to 6pm, throughout the year except for bank holidays.

## Information about this inspection

### Inspector

Julie Dent

## Inspection activities

- The inspector discussed any continued 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.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector sampled some of the provider's documentation, including the safeguarding policy and procedures.
- The inspector and the manager completed a joint observation together.

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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