

# Inspection of Happy Hours Private Day Nursery

5 High Seaton, Seaton, Workington, Cumbria CA14 1NP

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Inspection date: 25 August 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 arrive at the nursery happy and ready to play. They benefit greatly from the trusting and supportive relationships with staff. The well-established team provides a caring environment where all children are listened to and respected. Staff are excellent role models. Children show positive attitudes towards their learning. Babies squeal with delight as staff throw balls to them and blow bubbles in the air. Toddlers willingly share bicycles with their friends and then wait for their turn, excitedly jumping up and down. Children's behaviour is good.

Staff skilfully engage children in a range of activities. This helps them to make good progress from their starting points. For example, babies develop their physical strength as they learn to crawl and pull themselves up on low-level furniture. Toddlers develop their small-muscle skills and hand-to-eye coordination as they expertly transfer soil into cupcake cases in the outdoor mud kitchen. Older children use mathematical language spontaneously in their play. They solve problems as they move a robot forwards, backwards and left, estimating how many moves in total. Children are confident and independent explorers who are ready for their next stage of learning.

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

- The manager and staff team work hard to establish and maintain effective partnership working. For example, they work alongside neighbouring schools to gather information to help children to prepare to move on. Parents feel listened to by 'trusting and supportive staff' and praise them for regular communication. Parents talk about flexibility in meeting families' needs, which makes them feel 'special' and 'welcome'.
- The manager demonstrates a clear curriculum intent for the nursery. Staff plan a broad and sequenced curriculum which reflects children's interests and builds on what they already know and can do. Group assessments and daily individual observations prepare staff effectively to plan children's next steps. Staff identify gaps in children's learning early and act swiftly so that children make good progress.
- Mathematical language is woven into everyday play. Staff spontaneously sing number rhymes with babies while splashing rubber ducks in water. Older children choose from a wide range of number, colour and shape recognition games. Children's mathematical skills are developing well.
- Staff plan stimulating experiences to engage children in purposeful learning. For example, children develop large- and small-muscle movements as they ride bicycles, climb steps and transfer soil with different-sized scoops. Creativity and imagination flourish as children explore paint, sand, water and dough indoors. However, the outdoor curriculum is not yet fully implemented to enhance

creativity and imagination to complement what children learn indoors.

- Care practices are good. Staff follow strict hygiene practices and teach children about healthy living. Children learn about the importance of oral health through their involvement in a programme of dental practice-based initiatives. Children are independent in attending to their own physical needs. They are resilient individuals who show respect towards others and behave well.
- Overall, staff communicate well with children. They skilfully understand what children are trying to say. Staff talk through what they are doing, which helps children to learn language in context. Well-timed and sensitive questioning with older children encourages them to talk through ideas. However, some staff mispronounce words and use incorrect tense. This means that children do not always hear and learn to use the correct pronunciation of words.
- The manager has a strong focus on supervision, mentoring and coaching. An effective programme of support is in place for less-experienced members of staff. For example, there is a 'buddy' system where experienced staff act as mentors for those with less experience. Regular in-depth supervision sessions further identify individual training targets. This has a positive impact on curriculum intent, implementation and on children's learning.
- Staff strongly ensure that children with special educational needs and/or disabilities (SEND) get the support they need. Additional funding is used effectively to provide children with personalised learning. Support plans are well focused. Rigorous monitoring and detailed observations allow for continuous intervention and support next steps. As a result, children with SEND make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The leader understands her role and responsibilities to protect children's welfare. All staff undergo regular training. Staff have good knowledge of the indicators of abuse and recording and reporting procedures. They know children and their families extremely well and quickly identify and respond if support is needed. Premises are safe and secure. Staff have received first-aid training. They understand the procedures to follow in the event of an accident. Staff take the necessary steps to prevent the spread of infection. Recruitment procedures are robust and ensure that all those working with children are suitable to do so.

## 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 model language correctly and clearly for children, to help children to develop their vocabulary
- implement the outdoor curriculum effectively, to further enhance children's

creativity and imagination and reflect what they learn indoors.

## Setting details

<b>Unique reference number</b>	317375
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10249313
<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>	87
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	K.L.S. (Cumbria) Ltd
<b>Registered person unique reference number</b>	RP523118
<b>Telephone number</b>	01900 602 962
<b>Date of previous inspection</b>	7 October 2016

## Information about this early years setting

Happy Hours Private Day Nursery has been operating since 1976. It is one of two nurseries owned by this company and is based in Workington, Cumbria. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, five hold qualifications at level 3, and two hold qualifications at level 2. The nursery is open from Monday to Friday all year round, except for bank holidays and approximately one week at Christmas. Sessions are from 7.45am until 5.45pm. The nursery also operates an out-of-school club during term time. Sessions are from 7.45am until 9am and 3pm until 5.45pm, Monday to Friday. In addition, there is a holiday club that operates from 7.45am until 5.45pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan Mitchell

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. She held a short meeting with the nominated individual, manager and deputy manager to discuss aspects of leadership and management.
- The inspector and the manager jointly evaluated an activity with babies.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during 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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