

Inspection of Happylands Private Day Nursery

Lyppard Grange, Ankerage Green, Worcester, Worcestershire WR4 0DZ

Inspection date: 19 August 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children flourish in this warm and nurturing nursery. They form secure relationships with the kind, caring staff and quickly settle into their play. Children benefit from a well-planned, broad and stimulating curriculum. They enjoy deep and meaningful learning experiences which staff carefully plan, taking into consideration their individual personalities, likes and dislikes, alongside their learning and development needs. Children make very good progress.

Staff support children's literacy skills very well. Children throughout the nursery develop a love of books. Babies delight in looking at picture books about sea creatures. They recognise the different-sized crabs and identify the bigger crab as the mummy and the smaller crab as the baby. Older children participate in group story time. They confidently discuss the names and roles of the author and illustrator. Children make links as they talk to the group about other stories written by the same individuals. They know storylines well and excitedly join in as they sing and repeat phrases about the 'smartest giant in town'. Children extend their own learning and express their ideas as they tell staff they would like to create a 'city of giants'. Staff acknowledge their request and provide children with a wide range of craft materials to create their own giant which they proudly display in the book corner.

Children display exemplary behaviour. They develop excellent skills to help them to manage their feelings. For example, when children wish to play with a toy another child is already playing with, they go to find a sand timer and patiently wait for their turn.

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

- The manager and staff securely embed an ambitious curriculum. They have high expectations for children's learning and work extremely closely with parents to ensure children make the highest levels of progress possible. That said, there is scope to further enhance older children's experiences of technology, to fully support their awareness of the digital world they live in.
- Children with special educational needs and/or disabilities make high levels of progress from their starting points. Staff promptly create individual support plans for children with achievable goals. They ensure referrals to external professionals are made in a timely manner.
- Staff seek information about any additional languages children speak at home. They gather some key words in their home language to support children's communication skills. However, staff are yet to fully recognise the importance of providing these children opportunities to hear and use their home language during their time at nursery.

- Children have an excellent understanding of healthy lifestyles. They sit at the table with their peers and engage in meaningful conversations about the positive effect of food on their body. For example, older children announce that food gives them energy.
- Children engage in a wide range of exciting activities to support their understanding of the importance of good oral health. They display good control as they practise brushing a pretend set of teeth. Staff demonstrate how to effectively clean the model teeth and tell children they must remember to clean the backs of the teeth as well as the front.
- Leaders ensure staffs' well-being is given a high priority. The dedicated manager regularly observes practice throughout the nursery to ensure staff are supported to improve their already good knowledge and skills. She promotes open communication with staff and encourages them to talk her through anything they may be worried or concerned about, personally or professionally. A member of staff has undertaken training to be a mental health champion. This has a positive effect on the staff team and children.
- Children have extensive opportunities to learn about different communities and the wider world. Staff use a global map to teach children about different countries and how cultures have similarities and differences. They encourage children to share photographs and talk about their families. Staff read stories to children to support their understanding of how each child's family is unique.
- Parents cannot speak highly enough of the nursery. They comment on the 'family feel' and warmth of the nursery environment. Parents commend the manager and staff for their professionalism and commitment to children's learning and development. They feel thoroughly informed about children's progress and value the range of support offered, to help them build on this and extend their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager understands her role and responsibilities as the designated safeguarding lead. Procedures for recruitment are robust. Leaders ensure all staffs' suitability to work with children on induction and regularly review this. The manager ensures that staff complete regular training to keep their knowledge of child protection up to date. Staff demonstrate an understanding of the signs and symptoms of abuse, including those that may indicate a child is being exposed to extreme views or behaviours. They are confident in their knowledge of the nursery's referral procedures and accurately explain what they would do in the event of a concern for a child's welfare.

What does the setting need to do to improve?

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

- provide children with even more experiences to fully support their awareness of technology and the digital world in which they live
- enhance staffs' understanding of how to support children who speak English as an additional language to further support their communication and language skills.

Setting details

Unique reference number	205401
Local authority	Worcestershire
Inspection number	10072512
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 4
Total number of places	53
Number of children on roll	75
Name of registered person	Happylands Limited
Registered person unique reference number	RP910089
Telephone number	01905 729900
Date of previous inspection	1 June 2016

Information about this early years setting

Happylands Private Day Nursery was registered in 1990 and is based in Worcester. It opens from 8am to 6pm, Monday to Friday, all year round. The nursery employs 14 members of staff to work directly with children. Of these, 13 hold appropriate early years qualifications between level 3 and level 6. The nursery is registered to accept funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

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 and inspector completed a learning walk to discuss the nursery's curriculum.
- The manager carried out a joint observation of an activity with the inspector and evaluated the quality of teaching and learning taking place.
- The inspector spoke to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the provider and manager. She sampled a range of documents, including evidence of staff's suitability.

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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