

Inspection of Happy Jays Nursery

Audax Close, York YO30 4RA

Inspection date:

22 September 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The nursery has been through a period of turbulence regarding changes to staff. However, despite the enthusiasm of the new leadership team and staff, some children's needs are not met. The provider does not ensure that staff fully understand their responsibility to keep children safe. At times, staff fail to implement the nursery's risk assessment procedures. Babies are cared for by unqualified staff. Children do not have a named key person. This results in some of the younger children being unsettled and upset throughout the day.

The curriculum is not well understood or known by the manager or staff. Consequently, staff lack an understanding of how to tailor teaching to what children need to learn next. Planned learning opportunities are not used to sequence children's individual learning needs. Children often wander away from activities as they lose interest or become inattentive.

There are times when some staff support children well. For example, staff involve pre-school children in some focused activities to help them learn new skills. They develop their social and mathematical skills as they work together to build a house. They name the shapes of the blocks they need and count how many children can fit inside the house. At times, staff use opportunities, such as singing and storytelling, to help promote children's communication and language. However, not all children are involved in these focused times.

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

- The new leadership team has the best intentions to provide high-quality care and education. They have the expertise to restore quality in the nursery. What is lacking is experience and expertise in the team and the time for them to maintain a strategic view of what is happening.
- The provider has not ensured that each child is assigned a key person. This means that for some children they do not have the security of a warm relationship with a trusted adult. This impacts on their continuity of care, learning and progress. Babies cry, and while staff attempt to comfort and distract them for short periods of time, overall, not all babies' emotional needs are met.
- The provider's staffing arrangements do not ensure that the baby room always has a sufficient number of qualified and experienced staff. The failure to have suitably qualified staff has a negative impact on children's care, learning and development.
- The organisation around mealtimes does not meet the needs of all children. Children all eat in the dining area. Older children manage this well. However, babies and young children, especially those new to the setting, struggle to cope

with the transition from their playroom to the dining area. Mealtimes are noisy and chaotic. Babies and young children become distressed, climb on chairs, and attempt to get out of the room. Although staff attempt to reassure children, they are not skilled or experienced enough to console them.

- Staff have a weak understanding of the learning intentions for the curriculum. Some staff state that they have not received much information about the curriculum or the planning for children's learning and development. Furthermore, as children do not have a key person, some staff are not clear about what children need to learn next. This means that they are not able to help children gain the skills they need for their future learning.
- The manager is working to improve the supervision of staff. While her monitoring of staff has increased, she is not yet evaluating their practice to ensure all areas of weakness are identified. This means staff are not receiving effective coaching, support and training to improve all aspects of their practice, including teaching.
- The provider has not ensured that Ofsted are informed of significant events, such as the appointment of new managers.
- Staff are calm and caring. They teach children about respect and manners, regularly reminding them to say 'please' and 'thank you'. Older children's independence is promoted through opportunities, such as learning to serve their own food.
- Despite the recent staffing issues, parents' comments are positive about this nursery. They say that in the short time the new leadership team has been in post that they can see some improvements. They report that the staff team is more consistent and there is better communication.

Safeguarding

The arrangements for safeguarding are not effective.

Despite completing risk assessments, staff fail to report a recent sighting of vermin in the children's play area. Hazards, such as brambles and a low-level tray filled with stagnant water, are not removed from the babies' outside play area. This leads to situations which potentially could compromise children's health and safety. Staff's safeguarding knowledge and understanding in other areas is secure. For example, they know the signs they must be alert to that may indicate a child is at risk of abuse. Staff understand how to report such concerns about children or adults in the nursery. They supervise children closely, and sleeping babies are not left unsupervised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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assign each child a key person to make certain that they can forge strong attachments to a familiar adult and to help ensure that every child's care is tailored to their individual needs	29/09/2022
ensure staff who look after babies are suitably experienced and qualified to meet their needs	29/09/2022
implement effective risk assessments to ensure any potential hazards are identified and eliminated to continuously maintain children's safety, particularly in relation to the safety of the outside areas	29/09/2022
critically review the lunchtime routine and staff deployment to ensure a less stressful environment for young children	29/09/2022
ensure that there are effective arrangements in place for the supervision of staff and offer support, guidance and mentoring to raise the quality of their practice	29/09/2022
ensure that Ofsted are informed, in a timely manner, of any changes, such as the appointment of a new manager	29/09/2022
create a curriculum that has clear intentions for what children need to learn and ensure staff know and understand this so that they provide effective teaching and improve outcomes for all children.	29/09/2022

Setting details

Unique reference number	EY549329
Local authority	York
Inspection number	10254311
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	104
Number of children on roll	42
Name of registered person	First For Childcare 3 Limited
Registered person unique reference number	RP549905
Telephone number	01904479261
Date of previous inspection	26 April 2022

Information about this early years setting

Happy Jays Nursery registered in 2017 and is situated in York. The nursery employs five members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6 and one at level 3, and two are unqualified. The nursery opens from Monday to Friday, 7.30am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and area manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with 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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