

# Inspection of Happy Hearts Day Nursery

11 Kimberley Road, BOURNEMOUTH BH6 5EX

---

Inspection date: 28 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children settle quickly here as staff get to know families and their routines well. Parents, who feel supported by experienced staff, are happy to drop children off at the door. Children feel safe as they snuggle into staff who read them a story. Staff prepare activities based on the children's interests. Children listen to instructions and engage in activities for long periods, as they are curious to learn.

Staff have high expectations of all children and what they want them to learn. They observe what children can do when they start at the nursery and plan next steps accordingly. Staff monitor each child's progress and put in extra steps if a child is not developing as expected. All children progress well. Staff ensure that children meet their development milestones and no child is left behind in their learning.

Staff manage transitions between rooms well, so that children move on at their own pace. Children are well prepared for the next stage in their education. Staff arrange visits to local schools, so that children will be familiar with the new setting.

Children are well behaved and demonstrate good manners. They are confident to share their knowledge in conversations at snack time. For example, a child recalls seeing a 'heart in the sky' when watching the red arrows. Staff offer praise and encouragement and children are building their resilience. They are willing to have a go before seeking help from staff close by.

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

- Staff provide a well planned curriculum and good quality teaching for children. They check on children's understanding and recall before moving on. For example, staff ask children what they remember about autumn from the previous session. The children excitedly reply that they 'made pumpkin cake'.
- During circle time, staff read children carefully selected stories, which they often link to another activity to extend learning. For example, after reading a story involving woods, staff encourage the children to make pictures with leaves in a creative activity.
- Children are beginning to learn the language of emotion as staff talk to them about characters in a book being 'lonely' and 'scared'. Staff prompt discussion, so children feel comfortable talking about feelings.
- Children benefit from meaningful learning across all areas of learning. Staff skilfully use natural props, such as conkers and acorns in group discussion, to spark interest. Children test out their ideas as to whether the fruits will feel prickly or smooth. Children count together as they learn the early concepts of mathematics. Staff support children to confidently count objects in the correct sequence. However, staff do not provide enough opportunities for older children

to match numbers to their quantities and extend their knowledge further.

- Children and babies enjoy a wide range of messy play activities and explore different textures and colours. Staff model language well, so babies begin to learn to talk and use new words.
- Staff set up play areas with interesting activities and children have ample room to move around safely and in comfort. Staff store resources within easy reach of the children, which allows them to make independent choices about their play.
- Children learn to follow simple rules and routines quickly. For example, they know when it is time to stop playing and tidy up, which they do eagerly.
- Staff support children to be independent. Children wash their hands and know that clean hands will prevent the spread of germs. Staff teach children about healthy eating options and the importance of brushing their teeth. They encourage parents to bring in toothbrushes for their child to use during the day. Staff enable children to practise squeezing paste onto brushes during messy play to build confidence and understanding of good oral health.
- Staff are effectively deployed, so that children are supervised and safe. Leaders engage with staff to support them in daily tasks and are aware of the daily pressures on them.
- Children with special education needs and/or disabilities (SEND) are supported well as staff are persistent in their liaison with professionals. Staff follow advice received from professionals to close any gaps in learning a child may have. All children make strong progress in their development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff are vigilant in their supervision of children. Staff can identify signs and symptoms of all types of abuse and are confident to act immediately if they have any concerns about the welfare of a child. The manager follows safer recruitment procedures and regularly checks that staff continue to be suitable to work with children. Staff carry out regular risk assessments and take appropriate action to prevent harm to children inside and outside the premises and while on outings.

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

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

- provide further mathematical challenges, particularly for older children, to help progress their skills even more.

## Setting details

<b>Unique reference number</b>	EY458061
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10236065
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Happy Hearts Day Nursery Ltd
<b>Registered person unique reference number</b>	RP532294
<b>Telephone number</b>	01202419232
<b>Date of previous inspection</b>	14 December 2016

## Information about this early years setting

Happy Hearts Day Nursery registered in 2009 and is located in a residential area of Bournemouth, Dorset. The nursery is open Monday to Thursday, from 7.30am to 5.30pm, for 51 weeks of the year. The nursery is in receipt of government funding for early education for children aged two, three and four years. The nursery employs 10 members of staff, seven of whom hold early years qualifications from level 2 to 4.

## Information about this inspection

### Inspector

Fiona Whitwell

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a personal, social and emotional development activity with the manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022