

Inspection of Happy Nursery Days

Valens House, 132A Upper Tulse Hill, London SW2 2RX

Inspection date: 19 October 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

Good

What is it like to attend this early years setting?

The provision is inadequate

There are multiple breaches of safeguarding and welfare requirements and learning and development requirements that have a significant impact on children's safety and well-being. Children, including those with special educational needs and/or disabilities (SEND), do not receive the quality of care and education to which they are entitled. Due to the lack of staff supervision and monitoring of staff practice there is not a curriculum in place. As a result, children do not engage in meaningful play and learning. Staff interactions with children are limited. Staff do not plan engaging learning activities, which means that most children have few opportunities to engage with staff. This limits their ability to develop key skills for future learning, such as their speaking and listening skills. Staff do not work with children effectively to close identified gaps in their development. This undermines the progress of children with developing SEND.

Children are frequently bored as activities are not ready for them to access and their behaviour deteriorates. Staff do not readily challenge children's inappropriate behaviour and therefore children receive very mixed messages about what is expected of them. Children do not make sufficient progress as a result of the experiences they receive at the nursery.

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

- The current arrangements for observing staff practice and the training programme are not effective. Although staff receive supervisions and areas for improvement are set, these are not monitored by management. There is not a suitable induction process in place for agency staff working at the nursery to ensure that they are aware of their responsibilities. Staff are not supported to improve their knowledge and skills to help children to make the best progress in their development.
- Staffing arrangements do not meet the needs of the children. At times, there are not enough staff present or staffing arrangements are not effective to support the children. For example, little consideration is given to ensuring the needs of challenging children can be met.
- The manager and staff team have not put an effective curriculum in place. There are many times when children have nothing to do and limited interactions with staff. This is because staff are busy setting up activities for children. Children do not make sufficient progress in their learning because staff do not have a clear plan for what children need to learn.
- Staff do not support children's communication and language effectively. Babies do not hear new words to extend their vocabulary. Older children's language is not challenged through effective questioning. Despite staff receiving regular training and support, they are not consistent in their approach to developing

children's communication and language skills.

- The manager and special educational needs coordinator liaise with external professionals to develop targets to support some children with SEND. Although children have specific targets set to support their development, these are not implemented effectively by staff. Therefore, children do not make the rapid progress that they need to make to get the best start in their learning journey.
- Staff do not manage children's behaviour effectively. They are inconsistent in their expectations for children and staff, and often ignore challenging behaviour. This does not support children to understand boundaries and learn to develop positive attitudes to learning and about being kind to their peers.
- Staff working in the baby room do not always support children's emotional needs. For example, babies new to the setting or those who are unsettled are not always comforted appropriately by staff. Instead, staff place them in bouncer chairs to soothe them. This compromises babies' development as their emotional needs are not continually met.
- Parents are happy with the nursery and describe the staff as 'friendly' and 'approachable'. However, parents are not fully informed about incidents that may occur at the nursery. Therefore, they are unable to make an informed decision about whether they are satisfied with the nursery.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have a poor understanding of safeguarding. The manager and staff are not aware of the safeguarding procedures to follow if they have concerns about a child's welfare. Furthermore, the safeguarding policy does not include sufficient details about professionals to liaise with to report concerns regarding children's safety promptly. Staff understand what to do should they have concerns regarding a colleague. Although risk assessments are completed, they are not effective to ensure the premises are safe. For example, worn decking in the garden is causing trip hazards and staff do not ensure all internal doors are locked to prevent children leaving the nursery alone.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
--	-----------------

update the safeguarding policy and procedures to ensure they include an explanation of the action to be taken when there are safeguarding concerns about a child, and ensure all staff understand their responsibilities for safeguarding	07/11/2022
ensure there are appropriate arrangements in place for the supervision of staff and ensure there is a suitable induction process for agency staff	07/11/2022
ensure that ratio requirements are met at all times	07/11/2022
improve staff's understanding of how to manage children's behaviour in an appropriate way	07/11/2022
improve communication with parents so they are fully aware of any incidents that may have occurred	07/11/2022
improve the risk assessment to ensure that children in your care are not exposed to any risks. In particular, ensure that the premises are safe and that all internal doors are completely secure to prevent children leaving the premises alone.	07/11/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement an effective curriculum, particularly in communication and language, so that every child makes good progress in all areas	07/11/2022
ensure children with SEND are identified early and that they receive the targeted support and intervention that they need to fulfil their potential	07/11/2022

ensure staff understand the importance of supporting children's emotional well-being, particularly those working with the youngest children.	07/11/2022
--	------------

Setting details

Unique reference number	EY287358
Local authority	Lambeth
Inspection number	10258807
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	63
Number of children on roll	36
Name of registered person	Ekaya Housing Association Limited
Registered person unique reference number	RP524597
Telephone number	0208 6747804
Date of previous inspection	28 September 2018

Information about this early years setting

Happy Nursery Days registered in September 2004. The nursery is based in Tulse Hill, in the London Borough of Lambeth. The nursery is open Monday to Friday, from 7.30am to 7pm, throughout the year, except on bank holidays and one week's closure at Christmas. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 14 members of staff who work at the nursery, including the manager and cook. Of these, the manager holds an appropriate qualification at level 5, 11 staff hold qualifications at level 3 and one holds a qualification at level 2.

Information about this inspection

Inspector

Tracey Murphy

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 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 operations manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents and carers 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022