

# Inspection of Happy Jays Nursery

Audax Close, York YO30 4RA

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Inspection date:

15 December 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Inadequate

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

### The provision is inadequate

Although many improvements have been made since the last inspection, the setting remains inadequate, which has a negative impact on outcomes for children. Not all actions from the last inspection have been met. Staff deployment and the implementation of the key-person system are still not fully effective in the nursery. This has an impact on how successfully staff foster children's well-being. For example, new children and those children moving up to the two to four-year-old room were unable to spend time with their dedicated person because the staff were busy with older children or keeping children with special educational needs and/or disabilities (SEND) safe and happy. Children were stressed and became upset and withdrawn, choosing not to explore and play. This meant children's individual needs were not consistently met, in particular over lunchtime. Additionally, some staff who were allocated to help in the dining room had to move to cover care in another room or left to do other tasks, meaning that the required staff-to-child ratios were not maintained. This affects children's ability to form attachments with a key person and has a negative impact on their well-being and ability to learn. Younger children do not play a full and active role in the learning experiences provided. Leaders have identified the key-person arrangements as a weakness and have plans to extend the key-person role early next year. However, this does not support current children, in particular younger, less-confident children in the two to four-year-old room.

Despite this, most children arrive happy and are keen to explore the improved play areas. In general, children behave well. They have positive relationships with the new staff team who are well qualified, friendly and caring. Staff clearly know what the children like, and plan activities based around their interest and abilities. Older children enjoy talking to staff about their families. They chat about what they are going to do at Christmas time and who is coming to visit.

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

- The senior management team is committed to the nursery and has welcomed support from the local authority and outside consultants to improve all areas of the nursery. Difficulties in recruiting high-quality staff over a period of months has meant that progress has not been as swift as the provider would like, and the quality of the provision is not yet consistently good. Consequently, progress towards meeting some of the actions set at the last inspection has been slow, particularly to improve the consistency of staff, the lunchtime environment for younger children and the effectiveness of staff supervision.
- Overall, the care and learning in the baby room is positive and a strength of the nursery. Babies and toddlers are cared for in a calm and loving environment by skilled staff. Babies begin to babble and communicate through expressive

actions as staff constantly sing and talk to them. Children wave their arms and show excitement as they read lift-the-flap books together. This helps give children confidence to explore and learn.

- Despite the complete change of staff, the nursery provides good support for children with SEND. For example, staff work well with other professionals, such as portage workers, and actively seek advice to help them improve outcomes for children. Additional funding is used effectively to help support any identified gaps in learning, such as delayed speech and social skills.
- The joint manager responsible for the curriculum is clear about what they want children to learn. As a staff, they have reflected on how to do this in their planning for each individual child. There is a focus for children to become motivated learners for life and for staff to encourage children's independence and communication skills. However, although some staff interactions are better than others, the management team is still embedding ways to fully support the new team with all aspects of their roles and responsibilities, to raise their knowledge and understanding.
- Parents spoken to during the inspection cannot praise the new staff team enough for supporting their children's development. They say they have recently noticed big improvements in their child's confidence, speech and self-care skills. Parents welcome the regular updates they receive online about their children's learning and how they can help at home. All parents commented positively about the recent parents' evening and special family events organised by staff.
- Children benefit from freshly made, nutritious meals prepared by the nursery's professional chef. All staff have recently undertaken food safety training. Generally, most staff support older children well to learn about the importance of a healthy lifestyle. However, the atmosphere during lunch was too stressful for younger children who do not have the same learning experience. This led to some younger children being confused, crying quietly and eating little. Staff present sat with and were more focused on older children and those with SEND. This does not support children's health and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Despite the sometimes stressful environment for some children, and the weakness in supporting children's emotional well-being, children are safe. Newly recruited staff are carefully checked to ensure that they are suitable. All staff undertake training in the nursery's safeguarding policies and procedures. Managers and staff demonstrate a clear understanding of how to keep children safe through good procedures for child protection, risk assessment and fire safety. All staff have a good knowledge and understanding of the signs and symptoms of abuse and know how to respond should any concerns arise. Staff are very clear on the steps to follow if they are concerned about the behaviour of a colleague. They understand the nursery's strict rules regarding the use of mobile phones, social media and data protection. Senior managers assure themselves of staff practice in relation to safeguarding. For instance, they pose child protection scenarios to staff that help

keep their knowledge current and meaningful.

## 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
ensure staff are deployed and communicate more effectively so that all children are supervised and monitored more closely during their play and routines, with particular regard to new and younger children in the two to four-year-old room	05/01/2023
ensure the key-person arrangements for children are clear so staff know who is to take responsibility for each child's individual emotional well-being, care and learning needs	05/01/2023
ensure leaders have better oversight of the provision to improve the managers' and staff's access to more robust coaching, supervision, and training, helping them to fulfil the responsibilities of their roles, improve their practice and strengthen their care and teaching skills.	05/01/2023

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

- provide children with consistent messages about making healthy choices, including how to have a healthy diet.

## Setting details

<b>Unique reference number</b>	EY549329
<b>Local authority</b>	York
<b>Inspection number</b>	10257650
<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>	0 to 4
<b>Total number of places</b>	104
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	First For Childcare 3 Limited
<b>Registered person unique reference number</b>	RP549905
<b>Telephone number</b>	01904479261
<b>Date of previous inspection</b>	22 September 2022

## Information about this early years setting

Happy Jays Nursery registered in 2017 and is situated in York. The nursery employs seven members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6, three hold relevant level 3 qualifications 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**  
Jan Harvey

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with one of the joint managers and discussed how the curriculum is delivered. They carried out several joint observations together.
- The inspector spoke with staff, the chef, children and parents during the inspection and took account of their views.
- The inspector observed the quality of staff interactions during activities and routines and assessed the impact this has on children's learning.
- The area manager, one of the joint managers and the inspector held a meeting to discuss leadership and management of the nursery. She looked at relevant documentation and evidence of the suitability of staff working in the nursery, including paediatric first-aid certificates.
- The inspector held a discussion with the special educational needs coordinator to discuss how they support children.

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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