

Report for childcare on domestic premises

Inspection date: 23 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the setting. They run straight into the main playroom ready to start their day. Children play and behave well together. They confidently share resources and help each other to set the table ready for meals. They learn to count how many chairs they need for all the children, and how to move them around safely. The high expectations of the provider are evident in the good progress children are making with their learning and development.

Children confidently play and interact with the provider and her staff. Children enjoy role play, extending their language development. They excitedly talk to the provider and her staff about the food they are making. Their mathematical development is extended as they compare sizes of corn on the cob. They correctly identify which ones are larger.

Children enjoy practising and extending their physical development. They solve the problem of how to come down the slide while wearing wellies. They expertly recall what they have been taught about turning around at the top so their boots do not stick to the slide. They practise climbing the stairs to the top of slide, learning the techniques of stairs and the larger gaps between them.

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

- The provider is fully aware of the impact the COVID-19 pandemic has had on children, and uses this information with her staff. They plan a curriculum that meets the individual needs of the children. Children make good progress given their ages and stages of development.
- Although the provider and her staff are fully aware of the languages the children speak at home, they do not always make best use of this information to support children's learning. Children do not always get the opportunities to use their home languages during everyday play.
- The provider and staff work together to evaluate the quality of activities they provide. They effectively use this information to inform their own training. Recent training has included supporting children's learning through the environment. This has helped the provider and staff adapt the home to meet the needs of the children attending.
- The provider and staff work well in partnership with parents and other agencies. They share children's next steps of learning and stages of development. They share developmental reports so these can be used during meetings with other professionals also involved in children's learning and development. This helps to provide continuity of care for children.
- Children know routines well. They are fully aware of the importance of handwashing before meals and after potty training. This helps to support

children's health and well-being.

- The provider and staff effectively use topics to extend children's learning. Current topics teach children about the wider environment. They learn about birds and how to make fat balls to feed them. They visit local parks to count the different species of birds. This helps to build on their emerging mathematical development.
- The provider and staff carry out individual settling-in sessions tailored to each child's needs. They are fully aware of the impact of the COVID-19 pandemic on children's and parents' anxiety, and support them for the next step of children's care.
- The provider and staff are consistent in their approach to behaviour management. They expertly teach children manners and they use these during everyday play and activities. For example, they remember to use 'please' and 'thank you' when they are offered snacks. Children behave well.
- The provider and staff clearly identify any possible gaps in children's learning, and use planning to effectively close these.
- The provider and staff are fully aware of children's changes to dietary requirements. They ensure meals are made to these requirements, keeping children safe.
- Children learn how to care for and develop confidence around animals. This helps to support their personal and social development.

Safeguarding

The arrangements for safeguarding are effective.

The provider and her staff have a clear understanding of safeguarding and procedures to follow if they have any concerns. They can clearly identify areas of abuse and neglect and who to report any concerns to. The provider follows her risk-assessment procedures for pets in the home, helping to keep children safe. The provider carries out visual checks when they arrive at parks to make sure areas are safe for children to play in. The provider keeps abreast of local issues to make sure outings are carried out in safe areas, further supporting the safety and well-being of children.

What does the setting need to do to improve?

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

- broaden opportunities for children to use their home languages in their play and learning.

Setting details

Unique reference number	EY289422
Local authority	Croydon
Inspection number	10265552
Type of provision	Childcare on 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	2 to 3
Total number of places	10
Number of children on roll	14
Registered person unique reference number	RP524726
Date of previous inspection	22 January 2018

Information about this early years setting

Happy Days registered in 2004. It operates from one room in a house in Croydon, Surrey. The nursery operates on Mondays from 8.30am until 5.30pm, Tuesday to Thursday 8am until 6pm, and Friday 8.am until 5.45pm, for 48 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs three staff. All staff hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector
Rebecca Hurst

Inspection activities

- This is the first routine inspection the nursery 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 setting.
- The inspector viewed the home and discussed the safety and suitability of the premises.
- The provider and the inspector discussed how the provider organises their early years provision including the curriculum and learning intentions.
- Children interacted with the inspector during the inspection.
- Staff spoke with the inspector during the inspection.
- The inspector discussed with the provider how she evaluates her practice.
- The inspector reviewed the suitability process of staff.

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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