

Inspection of Happy Hours Private Day Nursery

Moresby Woods, Low Moresby, Whitehaven, Cumbria CA28 6RS

Inspection date: 15 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children arrive happy and confident in this welcoming setting. Children separate well from their parents. They are greeted by kind, attentive staff who know them and their families well. As a result, children settle quickly and feel safe and secure. Parents comment that they receive good feedback from staff. They say that their children's development is well supported, in particular their speech and language development.

Children behave well. Staff have high expectations of children's behaviour and attitudes towards each other. They are taught to share and take turns during play. For example, when two children want the same toy, staff consistently explain that it will be their turn next. These are important qualities needed for the next stage in their development.

There is clear focus on children using messy play to enhance their learning. For example, older children explore jelly. They work together to fill containers, while staff introduce new language such as 'squishy' and 'squelchy'. Babies use cornflour gloop to stimulate touch and all the senses.

Staff support children's mathematical development well. Older children learn to recognise and talk about simple 2D shapes. They use language to describe the different shapes. Staff challenge the most-able children's learning by introducing more complex shapes, such as an octagon and hexagon.

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

- Parents speak positively about the setting. They report that their children make good progress, including those with special educational needs and/or disabilities (SEND). Staff provide parents with information about children's progress. They celebrate what children have achieved within the setting. However, the arrangements for supporting parents to extend children's learning at home are not yet embedded. This does not promote consistency in children's learning.
- The manager has a clear vision for the setting's curriculum intent. She shows passion for ensuring all children are supported in making good progress. The manager and staff plan a curriculum that includes meaningful experiences. This covers all areas of learning and development. As a result, all children, including those with SEND, make good progress.
- The manager is proactive in ensuring that staff knowledge and understanding is up to date. This is evaluated through training and supervision. For example, she recognises that less-experienced staff require further training to develop their knowledge and understanding. As a result, she ensures more-experienced staff are deployed effectively to support the less-experienced staff. This helps develop

the confidence of staff and helps to establish good working relationships.

- The nominated person failed to notify Ofsted of a change in manager. However, they accept that this was an oversight, and all other aspects of leadership and management are good.
- Staff gather evidence to get clear starting points for children's learning. This allows for staff to plan and build on what children already know. Staff can then identify any gaps in children's learning. This prepares children for the next step in their development.
- Staff support children well to understand their own emotions. Children learn to respect each other and listen to what others have to say. This includes using storybooks relating to feelings. This supports children to hear the language of emotions. The children are praised when they are kind to their friends. This helps children to regulate their emotions and understand how others feel.
- Children benefit from opportunities for fresh air and to develop their physical skills. They use the outdoors space to run around, use wheeled toys and explore the mud kitchen. However, staff do not plan the outdoor areas as well as possible to fully promote children's engagement in learning. This particularly hinders the development of children who prefer to learn outdoors.
- Children learn about cultural differences and diversity. They have opportunities to share their differences during activities planned by the staff. For example, groups of children discuss 'who is special to them'. They describe what colour hair, skin and eyes they have. This expands their knowledge of diversity and the wider community.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff access a broad range of safeguarding training to help them safeguard children. They know about signs and symptoms of abuse. They are clear about the procedures to follow if there is a concern about a child or a family. They know the steps to take if they were concerned about the conduct of a colleague. The manager shares her knowledge during staff meetings to strengthen policies and procedures. This is to ensure everyone is aware of their role and responsibilities to safeguard children. Risk assessments are in place to ensure that the nursery premises are safe and suitable. Staff are effectively deployed, ensuring children are well supervised.

What does the setting need to do to improve?

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

- implement the outdoor curriculum more consistently to further support children who prefer to learn outdoors
- share ideas with parents to help extend children's learning at home.

Setting details

Unique reference number	EY277855
Local authority	Cumbria
Inspection number	10249323
Type of provision	Childcare on non-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	0 to 4
Total number of places	84
Number of children on roll	66
Name of registered person	K.L.S. (Cumbria) Ltd
Registered person unique reference number	RP523118
Telephone number	01946 591 000
Date of previous inspection	28 February 2017

Information about this early years setting

Happy Hours Private Day Nursery registered in 2004. The nursery employs 14 members of childcare staff. Of these, eleven hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.15am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Fradsham

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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation indoors to view consistency of practice.
- Parents shared their views of the setting with the inspector.

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 2023