

Inspection of Brandon Happytimes Daycare

Brandon Primary School, Carr Avenue, Brandon, Durham DH7 8NL

Inspection date: 2 March 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

Staff welcome children with enthusiasm and kindness at this friendly nursery. Children separate from their parents with ease and enter the nursery beaming and full of confidence. They make independent choices from stimulating and inviting resources and activities. Children's communication and language skills are supported effectively. For example, 'World Book Day' is celebrated at the setting, with a broad range of exciting activities planned to celebrate children's enjoyment of books. Older children explore wet and dry porridge. They retell a familiar story of 'The Three Bears' by playing with teddy bears and bowls. Staff encourage children to explore simple mathematical concepts as they scoop up the dried oats and fill the porridge bowls for the bears. Children scoop the porridge up with spoons and gleefully explore what happens when they add it to the water tray.

Staff have high expectations and are good role models. Children's behaviour is good. Staff engage with children to help them build relationships with themselves and each other. For instance, they help babies to develop eye contact through games, such as peekaboo, and help children to understand how to take turns and share. Even the youngest children learn how to take turns by pushing the toy tractor to one another. Staff interact with children well as they join their play.

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

- The manager and staff have high expectations of what they want children to learn. For example, they are supporting children in developing their independence and social skills, as they feel these skills have been impacted due to the COVID-19 pandemic. Children learn to choose their own peg and hang up their coats as they arrive at the nursery. They independently put on their coats for outdoor play.
- The curriculum has a strong focus on children's personal, social and emotional development. For example, children learn about their feelings and how to manage their emotions through stories about feelings linked to 'emotion dolls'. Staff invite them to share how they are feeling today by choosing the doll linked to the emotion that matches their feeling.
- All staff are very knowledgeable about children. They describe their stage of development, interests, likes and dislikes in detail. They confidently describe the achievements individual children make and what they will do next to continue to make good progress.
- Children feel safe and emotionally secure. Staff closely observe them and respond quickly to their needs. For example, when babies wake from their sleep, they are greeted warmly and are gradually introduced back into their play.
- Staff promote a healthy lifestyle. They advise parents on healthy options for packed lunches. Children build on their physical skills during the day. For

example, in the outdoor area, they skilfully negotiate the space as they peddle their bicycles. They climb on large play equipment and run around outdoors enjoying the fresh air. Babies skilfully negotiate grass slopes. Hoops are set out for children to throw bean bags into.

- Children learn about nature and develop their understanding of the world. For example, staff help them to discover bird's nests high up in the trees. Children point to the nests and take other staff member's hands to allow them to share in their exciting discovery.
- Managers are reflective in how they evaluate areas of the nursery to identify changes that can be made. They identify strengths and weaknesses and continually strive to improve the setting and the care that they offer. However, they do not routinely gather the views of parents and children to better inform the self-evaluation process and improve children's learning.
- Staff benefit from regular supervision meetings to help improve their practice. They complete mandatory training, such as paediatric first-aid and safeguarding training. However, they have not focused on professional development to help raise the quality of their practice to an even higher level.
- Parents express how happy their children are to attend, and they comment on the good progress they have made since they started. They comment that staff are 'wonderfully nurturing' and 'go above and beyond' to create exciting activities for their children. Parents are well informed of their children's learning and their day at nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to protect children and keep them safe. They know the signs and symptoms that may indicate a child is at risk of neglect or abuse. Staff understand the procedures to follow if identifying any concerns about a child's welfare or the behaviour of an adult. All staff follow clear and consistent processes if a child has an accident or injury. Leaders use effective systems to recruit staff and to ensure their ongoing suitability. Staff supervise children well throughout the day. They carry out daily checks to ensure the premises remain safe and suitable. Managers and staff understand the importance of maintaining accurate attendance records and being alert to patterns of repeated absence.

What does the setting need to do to improve?

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

- use self-evaluation more effectively to help develop the quality of provision even further and support better outcomes for children
- provide more professional development opportunities to raise staff understanding even further and raise the overall quality of practice further.

Setting details

Unique reference number	EY334279
Local authority	Durham
Inspection number	10276183
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	1 to 4
Total number of places	44
Number of children on roll	37
Name of registered person	Brandon Happytimes Daycare Limited
Registered person unique reference number	RP526250
Telephone number	01913789890
Date of previous inspection	5 July 2017

Information about this early years setting

Brandon Happytimes Daycare registered in 2006 and is located in Brandon, Durham. The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one member of staff with a level 6 qualification. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 7.30am until 5pm, Monday to Thursday and 7.30am to 3pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

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 managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the managers about the leadership and management of the nursery.
- 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 inspector carried out a joint observation of a group activity with one of the managers.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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