

# Inspection of Happy Nursery Days

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

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Inspection date: 17 April 2023

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

### **The provision is good**

The dedicated staff team has made several changes and improvements since the last inspection. The team has successfully met all actions raised and the outcomes for children have improved. As a result, children make good progress in their learning and development from their starting points.

Staff implement a stronger focus on supporting children's communication and language skills. They read the book of the week during daily group story sessions, which children actively join in, showing they have built their knowledge of the storyline. Staff ask children questions about the story, enabling them to anticipate what they think will happen next. Older children confidently express their thoughts and feelings as they talk about the story. Staff extend children's learning further as they discuss how to grow their own fruit and vegetables.

Children have good relationships with staff and each other. They are building strong friendships and learning to play cooperatively. Staff give babies lots of cuddles, which helps them feel safe and secure. Children actively join in the daily routines and help tidy away toys after use. They are supported well by staff in learning to share and take turns during play. For example, children share puzzle pieces and complete the puzzle together and take turns to use bikes. As a result, children behave well and become engrossed in their play.

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

- Staff have worked closely with the local authority early years advisers to review and improve the curriculum they offer. They have made changes to the learning environment and reviewed methods of planning and assessment. Staff show a good understanding of the individual learning needs of the children in their key groups. Weekly activity plans now clearly identify what staff want children to learn next. This ensures children's learning is targeted to help them make the best progress.
- Staff make regular observations of children's progress and complete progress assessments, which are shared with parents on a regular basis. Staff have recently begun using an online app to record and share information with parents about their children's progress and events of the day. However, the procedures for completing the progress check when children are aged two years are less well organised and records are not easily accessible to staff and parents.
- Children participate in activities that help them learn about a variety of cultural festivals and celebrations. Staff know about the languages that children use at home. However, they could do more to enhance opportunities for children to use their home languages during play to further strengthen their communication skills and help all children learn more about their similarities and differences.

- Babies show confidence as they climb the steps and go down the slide independently. They respond appropriately when staff remind them to wait until the other child has got off the slide before they go down so that no-one gets hurt. This helps them to learn about risks and how to play safely.
- Children benefit from a balanced healthy diet. Mealtimes are relaxed as children sit with staff and talk about the events of the day. Children develop their personal independence as they follow the mealtime routines well. They know to wash their hands before and after eating. Children find their own water bottles, make choices of the foods they like, and scrape their plates when they are finished. This creates a calm and sociable atmosphere.
- Parents say that their children have settled quickly and are happy and that staff meet their individual needs well. They say that their older children are well prepared for school. Parents appreciate the information staff share about their children's day and like coming into the nursery to join in special events relating to festivals.
- Children successfully develop their physical skills during outside play. They show good coordination and spatial awareness while using wheeled toys and while playing group circle games and 'What's the time, Mr Wolf?'. They skilfully play hopscotch with staff, show good balancing skills as they hop. They also develop their mathematical skills as they confidently say the numbers as they hop and jump in sequence.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibilities to safeguard the children in their care. They have attended relevant training and know the procedures to follow if there are concerns about a child's welfare, or if allegations are raised against staff. Managers implement robust vetting and recruitment procedures. They are improving arrangements for regular staff supervision sessions. This ensures staff's ongoing suitability to work with children is monitored and any training or support is identified. The security of the premises has been improved and staff complete regular risk assessments to promote children's safety at all times.

## What does the setting need to do to improve?

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

- strengthen procedures to complete the progress check when children are aged two years and review how the assessment records are maintained so they are easily accessible to staff and parents
- enhance opportunities for children to use their home language during play to further promote their communication skills and all children's awareness of their similarities and differences.

## Setting details

<b>Unique reference number</b>	EY287358
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10265974
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	63
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Ekaya Housing Association Limited
<b>Registered person unique reference number</b>	RP524597
<b>Telephone number</b>	0208 6747804
<b>Date of previous inspection</b>	19 October 2022

## 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 6pm, 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 13 members of staff who work at the nursery, including the cook and an apprentice. All other staff hold appropriate early years qualifications at level 3. The staff are also supported by the head of operations of their organisation.

## Information about this inspection

**Inspector**  
Jo Geoghegan

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector held discussions with staff, parents and children and took account of their views.
- The deputy manager and the inspector completed a learning walk together to discuss the curriculum offered and how the setting is organised.
- The inspector sampled a range of required documents, including children's records, staff's vetting and recruitment and their qualifications.
- The inspector and the deputy manager completed a joint observation of staff during an activity and assessed the impact of teaching on children's learning.

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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