

Inspection of Happy Days UK Ltd

Crosswinds, Ferry Road, Iwade, SITTINGBOURNE, Kent ME9 8RE

Inspection date: 10 May 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in this nurturing environment. They have formed strong bonds with the staff and their peers. Children are confident and gain the skills they need for the next stage in their learning, such as moving rooms within the nursery or progressing on to school. They are developing their independence as they take on small tasks, such as serving themselves at mealtimes. Staff support children to understand their emotions and encourage them to talk about how they are feeling. Children's behaviour is good and appropriate to their stage of development. They are kind to their friends and willing to share resources. For instance, they pass their friends some play dough so that they can join in with the activity.

Staff provide children with a wide range of opportunities to investigate textures as they engage in sensory play. For example, they explore the feel of the shaving foam as they squish it between their fingers. Staff encourage children to make patterns on the wall with the shaving foam, which supports the development of their early writing skills. Children enjoy looking at books independently, as well as listening to staff read a story to them. Babies and children like to look at the photographs of family and friends displayed on the walls. Staff make effective use of the photographs to encourage children to recall past events and engage them in conversations.

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

- Staff have a good understanding of children's stage of development and track their progress. This helps to ensure that any gaps in children's learning and development are quickly addressed. The manager works closely with other professionals to help any children with special educational needs and/or disabilities and those who speak English as an additional language. The special educational needs coordinator has put in place detailed plans to help children reach their highest potential. The manager has made good use of extra funding to help children become more confident in the nursery environment. For instance, they have purchased extra resources to support home learning. The children enjoy using the equipment at home and sharing the resources with their families.
- Staff support children to develop their communication skills. They make good use of spontaneous events to introduce new vocabulary. For instance, they listen to the 'snap' noise the mini cucumbers makes as the children snap them in half. Staff make good use of rhyme and repetition to help children develop their language skills and hear the correct pronunciation of words.
- Positive partnerships between staff and parents ensure that there is a continuity of care and learning. Parents receive detailed information about their children

through daily discussions and an online assessment system. This helps to keep parents up to date with their child's routines, progress and daily activities, which in turn supports home learning.

- There is a clear intent for learning, and staff use their knowledge of the children's interests and next steps to plan the curriculum. Staff provide children with a variety of adult-led activities. For example, children cut up vegetables and investigate what they find inside, such as baby peppers and seeds. Staff encourage the children to taste the vegetables and to talk about their size and shape. However, staff do not make sure that, during adult-led activities, all children participate fully, to help challenge and extend their learning.
- Outside play is important to the staff at the nursery. The children have extensive opportunities to develop their gross motor skills. For instance, they ride on bicycles and walk across balance beams, either independently or supported by staff. The children especially enjoy playing on the swings, as they develop their coordination and build muscle strength.
- The provider and manager have a strong commitment to providing high-quality experiences for children. They have positive relationships with the well-established team of staff, who feel valued in their roles. The manager has identified areas of strength and has plans in place to continually improve and develop the nursery. For instance, they have recently adopted an online training programme to help staff enhance their knowledge and skills. The manager provides staff with supervision and well-being support. However, staff working with younger children do not always sufficiently reflect on their practice to ensure they offer positive learning experiences for younger children.

Safeguarding

The arrangements for safeguarding are effective.

The provider and manager have a secure understanding of how to safeguard children. Staff regularly complete safeguarding and child protection training. They are familiar with the nursery's safeguarding policies and procedures. For instance, staff are aware of the procedures to follow for whistle-blowing and understand the importance of being alert to extreme views and beliefs. The provider and manager undertake robust vetting and recruitment processes. This helps to ensure that all staff working with children are suitable to do so. The health and safety manager and staff carry out thorough risk assessments to ensure children's welfare. Staff are vigilant and constantly supervise children to ensure they maintain their safety. For example, staff are aware of the need to stay with children when they are using the swing.

What does the setting need to do to improve?

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

- ensure staff make effective use of focused activities to challenge and extend children's learning
- continue to support staff working with younger children to develop their practice and raise the quality of teaching.

Setting details

Unique reference number	EY276621
Local authority	Kent
Inspection number	10285967
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	140
Name of registered person	Happy Days UK Ltd
Registered person unique reference number	RP909314
Telephone number	01795 424348
Date of previous inspection	26 October 2017

Information about this early years setting

Happy Days Nursery registered in 2004. The nursery is situated in Iwade, near Sittingbourne, Kent. It is open Monday to Friday, from 7.30am to 6pm, for most of the year. The provider employs 32 members of staff, of whom 20 hold an early years qualification at level 2 and above. The manager holds a level 4 qualification, and the provider has achieved qualified teacher status. The provider is in receipt of funding for the provision of early education to children aged two, three, and four years of age.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's and babies' learning.
- During the learning walk, the manager explained the ethos of the nursery and how the curriculum is organised.
- The inspector spoke to parents and read letters of reference to gain their views on the service they receive.
- The manager carried out a joint observation of a healthy eating activity 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