

Inspection of Happy Jays Nursery

Audax Close, York YO30 4RA

Inspection date: 6 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed by caring staff who know them well. They understand the routines of the day, which helps them to settle quickly. Children are helpful towards their friends. For example, they hold each other steady as they climb into the giant tyre to listen to a story. Staff have a consistent approach towards children's positive behaviour. They offer praise and encouragement, which promotes children's self-esteem and resilience. For instance, as toddlers learn to serve their own food at lunchtime, staff keep encouraging them to use the ladle until they have enough food. This helps children to feel safe and secure at the nursery.

Children benefit from a curriculum that teaches them the skills and knowledge that they will need as they grow and develop. Staff provide some exemplary teaching moments. For example, children learn to listen and follow instructions as they search for hidden toy dinosaurs. Older children decipher the clues they are given, while younger children search in areas as staff say they are getting 'hotter' or 'colder' to where the dinosaurs are hidden. Children repeatedly count how many dinosaurs they have collected and say how many are left to find. This helps children to make good progress in their learning and development, including those with special educational needs and/or disabilities.

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

- The manager has a positive attitude to improving the nursery. Since the nursery's last inspection, leaders and staff have worked tirelessly to improve the outcomes of children's learning and development. The manager has created a strong team of staff who are enthusiastic and capable of providing exciting and stimulating activities for children to build on what they already know and can do.
- Exciting storytelling that develops children's love of books and promotes their speech and language is a high priority. For example, children retell the story of 'The Three Little Pigs' outdoors. They use straw, wood and bricks to create the little pigs' houses. Children have lots of fun as the staff member 'blows down the houses' and children bury the wolf in straw. This helps children to make good progress in their speech and language.
- As children play, some staff introduce new and interesting words to extend their vocabulary and language skills. For example, children learn the word 'reverse' as they watch the dustbin workers empty the bins. However, this is not yet consistent with all staff members to ensure that all children's vocabulary skills are extended even further.
- Children are encouraged to count and recognise quantities. As children play, staff question them about the size, position and shape of different objects. When children are searching for dinosaurs, they follow clues such as the 'square'

window, 'low', 'higher', 'next to', 'on top of' and the dinosaur with the 'long' neck. Children develop good mathematical knowledge and understanding.

- Children take part in regular activities and stories that give them the knowledge to understand what is healthy and what is not. They learn to brush their teeth with role-play sets of teeth. Children benefit from healthy and nutritious meals that are made with fresh ingredients at the nursery. They learn about personal hygiene as they wipe their nose and wash their hands.
- The nursery special educational needs coordinator is experienced in her role. She works closely with each child's key person, family, and agencies to ensure that they receive timely intervention and targeted support to meet their development needs. Additional funding is used to ensure that any gaps in learning are identified and support is put in place. This ensures that all children can make good progress in their learning and development.
- Staff have accessed a wide variety of training opportunities to develop their teaching skills. Regular supervision offers them time for mentorship and coaching. Areas for future development are identified from staff's interests or developmental needs.
- Partnership with parents is effective. Overall, information-sharing is good. Parents can access lots of information regarding their child's progress through an electronic app. Parents have many opportunities to speak to their child's key person daily or through planned parents' evenings.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their roles and responsibilities to ensure that children are safe and secure. Robust records are completed and regularly reviewed. This is to ensure that any patterns such as accidents that may require changes are quickly addressed. Staff have a good knowledge of the signs and symptoms that may indicate a child is at risk of harm. They know the procedures to follow and who to contact if they have a concern about a child or the conduct of an adult. Staff complete a comprehensive safeguarding training plan each year to ensure that their knowledge is extensive and up to date.

What does the setting need to do to improve?

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

- introduce new and interesting words consistently to extend children's language and vocabulary skills even further.

Setting details

Unique reference number	EY549329
Local authority	York
Inspection number	10275584
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	1 to 4
Total number of places	57
Number of children on roll	31
Name of registered person	First For Childcare 3 Limited
Registered person unique reference number	RP549905
Telephone number	01904479261
Date of previous inspection	15 December 2022

Information about this early years setting

Happy Jays Nursery registered in 2017 and is situated in York. The nursery employs seven members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6, three members of staff hold qualifications at level 3 and two members of staff are unqualified. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jo Clark

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together to understand how the early years provision and the curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the nursery and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the nursery.
- Parents shared their views of the nursery with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including evidence of staff's suitability and training.

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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