

Inspection of Happy Hands Day Nursery

St. James Road, NORTHAMPTON NN5 5LE

Inspection date: 19 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy when they arrive, and they quickly settle to play. Staff welcome children and their sensitive support helps them feel confident to separate from their parents. Babies have their needs met well. They enjoy exploring outside and staff are attentive to them. Toddlers learn about textures as they help to make play dough and enjoy sitting together to look at books. Pre-school children are confident to choose their own activities. They become deeply involved in imaginative games, where they use toy vehicles and diggers to transport pebbles. Children are learning skills that help prepare them for going to school. For example, they eagerly try to put on school shirts and dresses.

Staff know the children well and they are sensitive to their needs. Staff help children with their behaviour, they provide reassurance and time for those who become upset. Staff give children lots of praise when they behave well and when they show care towards their friends. Children are motivated to get involved in the activities and they benefit from staff's positive interactions with them. Staff follow children's interests and consider children's next steps in learning when planning activities. For example, children explore a variety of red coloured fruit and vegetables. They are curious about how they look and taste.

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

- The management and staff team work effectively together. Staff feel supported and valued by the management team for their individual skills. The team have a reflective approach and continually consider how they can make changes to ensure children's needs are met. The managers show a commitment to keeping staff's knowledge up to date through training. Changes to the curriculum planning increases staff's confidence, which has a positive impact on the interactions they have with children.
- Staff swiftly identify children who are not making expected progress in their development. They work closely with the special educational needs coordinator and children's parents to help children catch up. Children with special educational needs and/or disabilities are supported effectively. Staff liaise with other agencies who are involved to ensure children receive a consistent approach to their care and learning.
- Overall, staff are effective in their interactions with children as they play. Staff encourage children to speak as they give them time to share their ideas. Staff use descriptive words, such as 'crunchy, squidgy' and 'slimy' that children copy as they play. However, sometimes, children sit for long periods waiting for group activities to start and the activity is not meaningful for all the children taking part. This results in some children becoming distracted and they lose interest.
- Parents are happy with the nursery. They make compliments about how the

staff work with them to ensure any specific needs their children have are met. Parents comment on the progress their children make in relation to their confidence and their communication and language skills. Staff work with parents to broaden children's experiences. For example, children learn about countries their friend's families originate from, they look at different foods, clothing, and flags.

- Staff provide reassurance and support for children to try new experiences. Children are encouraged to lead their own play and explore, and staff praise them for their achievements. For example, children pour their own water, flour, and salt to make pretend ice cream. Staff talk to them about how they are stirring and the texture of their mixture. Children remain focused and engaged as they make their own sensory bottles. They concentrate as they pour glitter and place pretend gems and pom-poms into bottles before adding water. However, staff do not always encourage children to think about the possible risks in their play or how they could minimise the risks to keep themselves safe.
- Children respond to the clear and consistent boundaries staff have in place for behaviour. Overall, children know the routines of the day and what comes next. For example, at the end of the outside play session, children enthusiastically help tidy up the garden. They call their friends over and come together in a line ready to go indoors.

Safeguarding

The arrangements for safeguarding are effective.

The manager helps staff to develop their knowledge and confidence about safeguarding. Staff complete training and have regular discussions. They know how to recognise signs that children may be at risk, and they know how to report concerns. Supervision of children is effective during play and regular checks are made on children who are asleep. The premises are secure. Staff are vigilant in their risk assessments, taking steps to minimise hazards, such as ensuring padlocks and bolts are used on the gates. Appropriate checks are made relating to suitability when staff are recruited, and existing staff are checked to ensure their ongoing suitability to work with children.

What does the setting need to do to improve?

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

- improve the organisation of adult-led group times to ensure they are meaningful for all children taking part and that children do not sit for too long waiting for the session to start
- help staff develop their skills and confidence to support children in considering the risks in their play and how they can minimise identified risks.

Setting details

Unique reference number	EY449680
Local authority	West Northamptonshire
Inspection number	10276171
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	80
Number of children on roll	108
Name of registered person	Happy Hands Ltd
Registered person unique reference number	RP902515
Telephone number	01604 758 001
Date of previous inspection	4 July 2017

Information about this early years setting

Happy Hands Day Nursery registered in 2012. It is in Northampton. The nursery employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications between level 2 and level 6, and one has early years professional status. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Eastwell

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 observed the quality of education during a variety of activities, inside and outside, and assessed the impact this has on children's learning.
- The manager and the inspector completed a learning walk together.
- The inspector carried out a joint observation of a small group activity with the curriculum manager.
- The inspector held a meeting with the nominated individual, the curriculum manager and the general manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views. The inspector also took account of written feedback from parents.

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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