

Inspection of Happy Days Nursery & Pre-School Weston-Super-Mare

6 Whirlwind Road, Weston-Super-Mare, Somerset BS24 8EF

Inspection date: 29 June 2023

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

There are some weaknesses in management's organisation of required information and records. The systems that are in place are not robust to ensure that records are comprehensive and organised. As a result, information-sharing is not as effective as it should be.

Children are happy, settled and show that they feel secure as they confidently leave their parents and carers on arriving at the nursery. Children show that they have formed strong bonds with staff as they approach them for a cuddle or to share some news from home. They understand daily routines and listen attentively to staff's requests. This helps to ensure a calm environment where children show positive attitudes to their learning. For example, during small-group time in the 'communication hut', children are eager to learn what the letter of the week is. Staff encourage children to value and respect their friends while taking turns to speak. They use praise effectively throughout the day. This helps to build children's confidence and self-esteem.

Management has a well-planned curriculum that sets out the overarching learning aims for children as they progress through the nursery. Babies benefit from a learning environment that is well matched to their developmental needs. They are motivated to pull themselves to standing and kneel at low-level tables, which supports their physical strength successfully. Toddlers and pre-school children develop their independence and confidently access resources and small-group times to explore their feelings and emotions.

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

- The nursery has clear policies in place for gathering and recording relevant information about children. However, these are not robustly implemented, reviewed or organised. This has not had a significant impact to date. However, management has failed to ensure that information relating to all accidents and incidents has been documented and shared appropriately for all children.
- Pre-school children, including children with special educational needs and/or disabilities (SEND), develop good communication and language skills. They listen well to stories, discuss their ideas, respond well to questions, and they ask their own. However, at times, staff working with the younger children do not always promote language as effectively as they could. For example, staff busy themselves with domestic tasks, or they leave babies exploring the environment independently with limited interactions from staff. This means the input that the younger children need to increase their vocabulary and early communication and language skills is limited.
- Children's behaviour is good. They show kindness towards their friends. For

example, children respond to their friend's request and share the football, creating a game they can both play together. Children show good manners at snack time, saying 'please' and 'thank you'. Staff know the children well and use this knowledge to support children's behaviour sensitively. Pre-school children and children with SEND learn strategies to help them respond appropriately to future challenges. For example, they are encouraged to use their words to explain what they want or how they feel.

- Children benefit from a stimulating learning environment and take part in a wide range of activities. For example, pre-school children learn to use a variety of tools, such as pens, sticky tape and scissors. This helps to develop their hand muscles in readiness for early writing. During outdoor play, toddlers and pre-school children run, skip, jump and use bats and balls as they practise their hand-to-eye coordination. However, at times, staff will stand watching children rather than engaging in play. As a result, children disengage quickly from activities and lose interest.
- Staff teach children about healthy food and practices that support their physical health. At snack time, children have a variety of fruit, as well as milk and water to drink. Staff encourage children to follow the hygiene routines, such as washing hands before meals. However, they do not ensure that pre-school children always wash their hands after using the toilet to help them develop consistent and positive hygiene routines.
- Staff support children to understand early mathematical concepts. They achieve this by embedding maths into everyday play. For example, when children explore sand play, staff prompt them to count the sand toys. Staff ask children to compare the sizes and shapes of the items they are using.
- Parents have noted there have been a lot of staff changes but express their appreciation for the care that their children receive. Parents explain that their children are happy, enjoy coming to the setting and have made progress in their development since attending.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff have a secure, up-to-date understanding of safeguarding matters. Staff are consistent in their knowledge and watchful for possible signs or indicators that could suggest a child is suffering harm or at risk of abuse. Staff understand the correct processes to follow to refer any concerns about children or allegations against staff. Staff supervise children well and take action to minimise risks to children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure records are maintained and shared to help ensure the efficient management of the setting.	21/07/2023

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

- support staff to develop the delivery of the curriculum for language and communication to a consistently high standard for the younger children
- ensure staff promote good health and hygiene during personal care routines, such as toileting times
- enhance the involvement of staff during activities to enable children to maximise their learning opportunities and keep them engaged.

Setting details

Unique reference number	EY563280
Local authority	North Somerset
Inspection number	10299674
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	105
Number of children on roll	207
Name of registered person	Happy Days Day Nurseries Limited
Registered person unique reference number	RP900845
Telephone number	01934 420343
Date of previous inspection	31 August 2021

Information about this early years setting

Happy Days Nursery & Pre-School Weston-Super-Mare registered in 2018. The nursery operates Monday to Friday ,from 7am to 6pm, for 51 weeks a year. The nursery receives funding to provide early education for children aged two, three and four years. There are 36 members of staff who work directly with the children. Of these, one holds an appropriate childcare qualification at level 6 and 22 hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Marie Swindells

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 deputy manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke with parents as part of the inspection process and viewed email testimonials.
- The deputy manager and the inspector carried out a joint observation.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke with the deputy manager about the leadership and management of the setting.

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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