

Inspection of Happy Days Day Nursery

204 Wythenshawe Road, Manchester M23 0PH

Inspection date: 24 July 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 in this welcoming nursery. They have built strong bonds with their key person, who provides them with care and attention to settle quickly. Children enjoy cuddles with staff, who provide them with support and reassurance. Staff playfully interact with the children in the garden as they engage in imaginative play. Children demonstrate that they feel safe and secure.

Leaders provide a broad and interesting curriculum, which supports children's learning and development. Babies giggle with excitement as they develop their hand muscles trying to catch bubbles floating in the air. Older children learn about turn taking and counting in sequence as they play hide and seek with their peers. Staff skilfully help children to make good progress in their learning.

Children interact positively with others. Older children display kindness as they engage with babies. Staff encourage children to share, and children are developing these skills quickly. For example, children happily share the toys they have brought in from home with their peers. Children are learning about being respectful of others. Staff enthusiastically engage children in learning. They follow the children's lead and develop their ideas. This supports children to build positive attitudes to learning.

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

- Leaders have a clear intent for what they want children to learn. This is implemented well by staff. The manager has built the curriculum around children's personal and physical development, as well as their language, to create a strong foundation upon which staff can build learning. This supports children to be confident to take a lead in their own learning.
- Children are making good progress, particularly children with special educational needs and/or disabilities (SEND). The highly knowledgeable special educational needs coordinator (SENCo) ensures that barriers to learning are identified and responded to swiftly. Other staff receive training to help support children through regular one-to-one sessions. This helps to ensure that children are making positive progress in their learning and development.
- In the main, staff promote language development. They create a social environment where children develop their vocabulary and conversational skills. Babies babble and make sounds as staff sing nursery rhymes to them. However, at times, staff are too quick to offer solutions to problems that children encounter. On these occasions, children are not always able to independently problem-solve by using their critical thinking skills.
- Staff support children's understanding of mathematics. Older children identify simple shapes in play dough and show an interest in the concept of time. Staff

introduce simple counting to babies as they create towers with building blocks. Children are developing their understanding of mathematical concepts.

- Children behave well. Staff regularly praise children for positive behaviour. However, on occasion, when unwanted behaviour is observed, staff do not consistently teach children to understand the effects of their actions. This does not fully support children to be able to independently manage their own behaviour.
- Staff develop children's understanding of equality and diversity. Children engage in different cultural celebrations and learn about the uniqueness of different families. For instance, children look through each other's family books as they learn about similarities and differences.
- Children are encouraged to be independent. They explore the environment freely, making choices in their play. Staff encourage children to develop their own self-care skills. For instance, children put on their own coats and shoes, and they wash their hands independently. At mealtimes, babies are developing the ability to feed themselves. Children are developing their self-care skills.
- The key-person system is effective throughout the nursery. Staff know the children well. For example, staff in the baby room are attuned to babies' non-verbal cues and use these to meet their needs. Children's care needs are well met.
- Partnerships with parents are strong. Parents say that staff support children's overall development. Staff work closely with parents, sharing ideas for children's learning at home through regular communication and termly stay-and-play sessions. This promotes continuity for children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection. They understand the procedures to follow if there is a concern about a child's welfare. Regular risk assessments are carried out to ensure the setting is safe for the children and staff. The owner of the nursery completes health and safety checks of the premises to reflect on how to improve the environment for the children. This helps to ensure that children are kept safe.

What does the setting need to do to improve?

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

- enhance the curriculum for communication and language, particularly in helping children to build on their problem-solving abilities
- support staff to consistently enhance children's understanding of why and how their behaviour affects themselves and others.

Setting details

Unique reference number	EY544749
Local authority	Manchester
Inspection number	10303012
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	45
Number of children on roll	59
Name of registered person	Community-Minded Ltd
Registered person unique reference number	RP531676
Telephone number	01613127827
Date of previous inspection	3 January 2020

Information about this early years setting

Happy Days Day Nursery registered in 2017 and is located in Manchester. The nursery employs 13 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, and four hold level 2 qualifications. The nursery opens from Monday to Friday, all year round. 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

Joanne Valek

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and the nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations with the manager of one-to-one support for children.
- The inspector spoke to several parents 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 nursery.

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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