

Inspection of Happy Days Club and Nursery School Ltd

Jubilee Walk, Holmes Chapel, Cheshire CW4 7FN

Inspection date: 14 September 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 warmly welcomed into this caring setting by the extremely kind and friendly staff. This helps children to develop a strong sense of belonging. Children separate from their parents and carers well. They quickly settle into a range of exciting and stimulating activities. Older children use little wooden people for self-registration. They happily place them into the wooden house to show they are in. Staff support children to feel safe and secure. This helps children to build strong bonds with adults.

Children are supported well to develop good communication and language skills. They talk confidently to their peers and staff while playing with chosen activities. For example, children eagerly tell each other the names of their favourite dinosaur. Staff use this activity as an opportunity to model and extend children's vocabulary by introducing new words, such as 'predators'. Children enjoy listening to stories and enthusiastically dance and sing songs. This helps to support their creativity.

Children learn about the world around them. They tentatively care for the nursery's pet tortoise called Sheldon. They stroke his shell and watch him move around his pen. Staff teach children to grow vegetables and flowers. Children pick herbs from the garden and sprinkle them on top of their pretend pizzas in the mud kitchen. This supports them to learn about healthy food. Children are highly motivated to learn and explore all areas of the nursery.

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

- The knowledgeable and passionate manager plans an ambitious and well-sequenced curriculum with the staff. This is based on what they want children to learn during their time in the nursery. Staff implement the curriculum well across all ages. They build on children's skills and knowledge over time. This helps children to make rapid progress across all areas of learning and development.
- Children show great independence as they carry out tasks and select resources. For example, after snack, younger children learn to scrape their plates into the bin. Older children develop a 'can-do' attitude as they operate a tap in the garden to fill their dumper truck with water. Children delight as they succeed in these tasks. This helps them to build their confidence and be proud of their achievements.
- Partnership with parents is a real strength of the nursery. Parents are extremely happy with the care provided and feel very well informed about their children's progress. They comment that the nursery 'is the most wonderful place for every child' and praise the fabulous staff. Leaders and staff offer parents advice and support on a range of topics, such as sleep and healthy eating. This helps to support children's continuity of care.

- Children have many opportunities to develop their physical skills. They happily run, climb and pedal bicycles in the outdoor area. This helps to strengthen their large muscles. Children practise their small-muscle skills through a range of activities. For example, older children cut up oranges and use a pestle and mortar to squeeze the juice out.
- Staff have high expectations of children's behaviour. They support children to develop the language needed to express their feelings. Children are familiar with 'The Colour Monster' story and are encouraged to use the colours to express how they are feeling. This helps to build their emotional literacy.
- Children are beginning to develop their sense of boundaries. Staff support children who are upset to help regulate their emotions and express their needs. However, older children do not always consider how their actions affect others. This means that, at times, children conflict with each other during play.
- The manager conducts regular staff supervision to monitor performance and staff well-being. Staff feel very supported in their role and have many opportunities to develop their knowledge and skills. The experienced manager delivers an array of training sessions on various topics, such as developing the curriculum and supporting children's emotions. Staff are very enthusiastic about their role and work together as a team to support each other and the needs of the children.
- Transitions to the local primary school are seamless. Children have many opportunities to visit the school and spend time with their new teacher. Staff support children to develop the skills they need for school. For example, children practise using trays to carry their lunch. Opportunities like this help to support children to be prepared for their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

A thorough recruitment and comprehensive induction programme ensure that staff have the knowledge and skills to fulfil their roles. Staff know how to recognise signs and symptoms of abuse. They know how to refer any concerns about the welfare of a child or a concern about a colleague. Staff receive regular training to refresh their knowledge about child protection. Accidents are recorded appropriately and reported to parents. Staff are alert to any risks in the environment and ensure that children are supervised well.

What does the setting need to do to improve?

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

- build on the support staff give to children to help them regulate their behaviour and emotions during play with others.

Setting details

Unique reference number	EY465817
Local authority	Cheshire East
Inspection number	10289212
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	2 to 11
Total number of places	50
Number of children on roll	103
Name of registered person	Happy Days Club & Nursery School Limited
Registered person unique reference number	RP530168
Telephone number	07796 691671
Date of previous inspection	16 November 2017

Information about this early years setting

Happy Days Club and Nursery School Ltd registered in 2013. The setting employs eight members of childcare staff. One member of staff holds a level 6 early years practitioner qualification, one holds a level 5, five hold a level 3 childcare qualification and one holds a level 2. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janine Tours

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 this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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