

Inspection of Happy Days Nursery Derriford

Unit 3a & 3b, Derriford Business Park, Plymouth PL6 5QZ

Inspection date: 18 October 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 cared for by welcoming and nurturing staff. Strong settling-in procedures and staff's attentiveness to children's care needs result in children who are happy and well settled. Staff have high expectations for all children. They help children to develop friendships with their peers and be kind to each other. Children behave extremely well. Staff are excellent role models. For example, they sit with children at mealtimes, which helps to embed the expected behaviours and promote a happy social time.

Children are engaged in their learning and show good levels of concentration. For example, toddlers excitedly take part in the 'Tap tap box' game. They patiently wait their turn to choose an object from the box when the lid is opened. Staff and children join in with singing and actions with delight. Staff happily provide parents with ideas about how to make their own box of suitable objects to encourage regular singing of nursery rhymes and songs at home.

A well-embedded curriculum intent throughout the nursery means all staff work towards common goals for children. Key persons know their children very well, both through their own observations and from information gained from parents. They successfully promote children's learning through individual planning alongside generic next steps for the room. Staff take children's interests into consideration. They regularly praise children's learning and show excitement and joy in children's achievements.

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

- There is a good balance between adult-led and child-initiated learning. Staff have clear intent for planned group activities to build on what children know and can do in stages. For example, babies receive excellent support to explore their surroundings and are fascinated by the changing colours of the sensory glow pebbles. Children enjoy weekly 'Let's cook' activities. Young children happily follow instructions as they learn how to scoop and mix the ingredients with a spoon in their individual bowl. They enthusiastically roll the dough and choose their favourite cutter.
- The newly appointed manager speaks passionately about improvements she wants to make to enhance the quality of education and about changes that she has already made. She has started to build on the monitoring of staff practice to ensure that children consistently receive high-quality learning experiences.
- Children with special educational needs and/or disabilities are supported very well. Staff signpost parents to support agencies in a timely manner. Staff closely follow guidance from professionals, such as educational psychologists, to ensure that children's learning and care needs are met, and they celebrate the progress

made.

- Most staff demonstrate skilled and well-timed interactions with children. They thread sequenced learning into activities, managing children's different abilities well. However, some staff do not consistently focus their interactions on children's next steps. Therefore, on some occasions, learning is less tailored.
- Partnership with parents is strong. Parents are extremely happy with the care provided and feel well informed about their children's progress. Managers regularly invite parents into the nursery to discuss their children's learning and to share special occasions. This helps to support children's continuity of care and education.
- There is a good focus to ensure children gain the skills they need in preparation for school. Older children learn to do things for themselves, such as taking care of their personal needs. They have a go at putting on their own coats and boots before going outside. Children demonstrate that they understand good hand hygiene routines and follow them independently.
- Staff make accurate assessments of children's progress. They plan specialised activities with small groups of children. This helps children establish good listening skills and positive interactions with their friends. For example, children with delayed speech are supported well to listen to and recognise pre-recorded familiar sounds. Staff's gentle and sensitive questioning greatly promotes children's confidence, independence and positive attitudes to learning.
- Children are developing a love of books. Older children listen attentively as staff enthusiastically read stories. The recent introduction of a 'sing and sign' communication programme further encourages babies to recognise important words through signs and gestures. This helps children to become effective communicators.
- Staff work well together. They benefit from regular meetings and speak positively about the recent improvements made. Leaders place a high priority on staff's well-being. They ensure staff attend training to support their continuous professional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of safeguarding procedures. They are aware of the signs and symptoms that may be indicators that a child is at risk of harm and correctly follow procedures to report concerns. Staff contact outside agencies for advice and to escalate concerns when required. Staff know what to do if they need to discuss a colleague's conduct. The comprehensive policies and procedures are regularly reviewed and updated in line with changes to legislation. There are effective recruitment and induction systems in place to ensure all staff are suitable to work with children. There are thorough risk assessments in place.

What does the setting need to do to improve?

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

- support all staff to consistently focus their interactions on children's next steps to enhance learning at all times
- continue to build on the monitoring of staff practice to ensure that children consistently receive high-quality learning experiences.

Setting details

Unique reference number	EY465484
Local authority	Plymouth
Inspection number	10313579
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	146
Number of children on roll	254
Name of registered person	Happy Days South West Limited
Registered person unique reference number	RP900846
Telephone number	01752 786 318
Date of previous inspection	5 July 2021

Information about this early years setting

Happy Days Nursery Derriford first registered in 2008 and re-registered in 2013 due to a change of premises. It is based at Derriford Business Park in Plymouth and operates from a purpose-designed building. The nursery receives funding to provide free early education for children aged two, three and four years. It operates each weekday from 7am to 7pm, for 51 weeks of the year. There are 59 members of staff, 44 of whom have appropriate early years qualifications between levels 2 and 6.

Information about this inspection

Inspector

Linda Williamson

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 manager and inspector completed a learning walk together of the nursery and discussed the early years curriculum and what they want the children to learn.
- The inspector looked at a range of documentation to ensure compliance with safeguarding and welfare requirements.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and inspector carried out joint observations of group activities.
- Parents shared their views of the nursery with the inspector.
- The inspector spoke to staff and took account of their views.
- Leadership and management meetings were held with the manager, assistant manager and senior management team.

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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