

Inspection of Happy Days Nursery

The Annunciation Church Hall, Coleman Street, Brighton BN2 9SQ

Inspection date: 6 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are greeted at the door and receive a warm welcome. Upon arrival, children enjoy helping staff sign them in on the electronic register before they are taken to their designated hall. Children bring in their own lunch boxes and place these on the table before settling into play. Some children enjoy a light breakfast on arrival in the dining hall while other children play with their friends. Younger children explore sensory activities and staff support them to roll out scented dough. Staff provide enough tools and equipment for all children to take part and provide a commentary to their play. They recognise the importance of supporting younger children's language development.

Children enjoy exploring sensory activities outside, such as sand play. Staff hide different objects in the sand and encourage children to use brushes to brush the sand away and reveal pretend fossils. Staff are skilful at keeping children engaged in their play and provide children with new vocabulary. For example, they name items found in the sand, such as elephant tusk. Children have access to a soft-play area, where they practise their physical skills and staff remind children of how to jump safely. Older children take part in group sessions and learn about the different animals in the Lunar New Year. Staff encourage children to listen and take turns speaking.

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

- The manager is extremely passionate about the care and education they provide for children. She regularly reviews children's development with staff, to ensure children are thriving and meeting their milestones. Assessments on children are used effectively to monitor the progress they are making and to make sure any gaps in children's development are identified early.
- Staff well-being is of utmost importance and they report they feel very supported in their role. The management team ensure staff receive feedback on their practice and time to discuss children's progress. However, the discussions staff have with managers about their practice do not always focus on how they can support children's development more precisely.
- Partnerships with parents are strong. Parents speak to staff at the door when they drop off and pick up their children, and feel they are kept fully up to date on their children's progress. Parents know what their children are learning, and the skills staff are helping them achieve. Parents report that they are given things they can do to help their children's learning at home. They feel that any concerns they have about their children's development are treated with the utmost respect and importance. Parents are extremely happy with the care their children receive.
- Children with special educational needs and/or disabilities (SEND), and children

who have been identified as having gaps in their learning are supported well. The special educational needs and/or disabilities coordinator (SENCo) works with staff to ensure focused plans are in place to support children's development. The SENCo works with outside agencies and organises individual sessions to support children with SEND. Strategies are shared with parents on how they can help their child's development at home.

- Children who speak English as an additional language are supported well. For example, staff learn key words in children's home languages to aid their communication and understanding. In addition, staff who speak additional languages read dual-language books to children to support their understanding of English.
- Children generally behave well and staff support children's understanding of rules and boundaries. Children who struggle to regulate their behaviour are supported consistently. Staff understand the strategies to use for particular children to help them to understand the expectations.
- Staff offer some encouragement to promote children's independence, such as encouraging them to take their lunch box to the dining hall and to open their own packets of food. However, overall, staff tend to complete tasks for children rather than encouraging them to practise these skills themselves, to further develop their self-help skills and independence.
- Staff identify the importance of supporting children's language development and social skills throughout the setting. Children show delight and positively interact with music sessions. For example, they listen and eagerly sing along to the songs they have learned. Children take turns to hold hands and dance with their friends.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance monitoring of staff practice to support staff to focus teaching more precisely on the skills children need to learn next
- review and develop routine times to promote children's independence and self-help skills even further.

Setting details

Unique reference number	EY499591
Local authority	Brighton and Hove
Inspection number	10311869
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	46
Number of children on roll	55
Name of registered person	McLeod, Hazel Anne
Registered person unique reference number	RP900226
Telephone number	01273 694447
Date of previous inspection	12 April 2018

Information about this early years setting

Happy Days Nursery opened in 1988 and it re-registered in 2016. It is located in the Hanover area of Brighton, East Sussex. The nursery is open each weekday from 8am to 6pm all year round, excluding bank holidays and Christmas. The provider receives funding to provide free early education for children aged two, three and four years. There are 22 members of staff. Of these, 12 hold appropriate early years qualifications, including two members of staff who hold level 6 qualifications.

Information about this inspection

Inspector
Pippa Clark

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 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 carried out two joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024