

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

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

Inspection date: 15 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are interested and excited to learn in an inviting environment. The curriculum is well designed to provide children with a broad range of experiences. Toddlers thoroughly enjoy sharing books together, gaining good listening and attention skills. Staff engage children well helping them to predict what might happen and to recall what they know about farm animals. Older children thoroughly enjoy group activities such as, 'silly soup', helping them to learn rhyming strings. Staff encourage turn taking and as each child picks an object, such as a tiger, they have time to share their knowledge.

Younger children, including those who need additional support, use their imaginations well. They thoroughly enjoy climbing in and out of a large cardboard box pretending it is a train. Staff provide a commentary as they visit the 'park' and make train noises for children to copy, helping children to hear new vocabulary and sounds. Children excitedly clap their hands as staff push them around in the box and begin to understand that they need to take turns.

Children thoroughly enjoy their outdoor play, gaining good physical strength. Older children use resources well to create a balancing area together with planks and tyres. Young children persevere with tasks, such as crossing the balance beams, and know when to ask for help from a familiar adult who is observing close by. Children confidently lead their play. For example, they bury toy dinosaurs and bones in the sand, which leads to discussions about the beach, helping children to connect experiences.

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

- The management team have a good overview of the nursery and strive to improve the quality of the provision. For example, lead staff effectively monitor the use of activity cards to help staff deliver the curriculum and guide their teaching. There are regular opportunities for staff to develop their professional skills through training, supervision meetings and professional discussions.
- There is a well understood and implemented curriculum. This helps children to make good progress in all areas of their learning in readiness to start school. Staff build on what children know and can do. For example, children learn new skills through the 'Let's Cook' programme. For example, children enjoy manipulating the biscuit dough with their hands and using a range of tools to cut it into the shape. Children rehearse and repeat these skills throughout their chosen play, such as in the mud kitchen. This builds children's confidence and competence.
- Children excitedly join a group activity, making choices about their learning. They develop good small muscle skills as they thread circular cereal to make a

bracelet. They persevere with the task and show pride in their achievements. The positive interactions from staff help to introduce new vocabulary, such as 'twist' and 'pipe cleaner', and they model the actions well to help children's understanding. However, staff do not always give children time to think and respond to questions before providing them with a solution, such as how to make the bracelet longer.

- Staff use their training, such as 'babbling babies', to support children's communication and language skills well, overall, including those with English as an additional language. Older babies join in with familiar songs in a regular activity, 'sing and sign'. Staff model the signs and introduce new vocabulary. Some children sway in time to the rhythm, while others join in with some of the signs. However, staff do not always ensure that they minimise distractions and noise levels to focus children's attention consistently.
- Children behave well and receive effective support from staff to manage their emotions and to understand behavioural expectations. For example, when children climb on a low unit, staff provide clear instructions and explanations to help them understand the potential risk. Staff are quick to respond to avoid injury and use children's interests to distract them and re-engage them in safe activities.
- There is good support for those children with special educational needs and/or disabilities. The special educational needs coordinator (SENCo), key person and parents share information to create effective plans to target support to help reduce potential gaps in children's learning. Staff work closely with other professionals to secure effective support and funding to prepare children for transition to school.
- Children form strong bonds with familiar people who show them kindness and affection, for instance offering them reassurance, cuddles and praise. Staff gather essential information from parents and carers to meet children's individual care needs successfully. Staff implement effective practices to ensure they consistently meet children's, especially the youngest children's, dietary, toileting and sleep requirements. Staff are highly respectful towards babies and young children for example, asking permission before changing nappies or helping them into their all-weather suits.

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:

- review the organisation of group activities to enable young children to fully participate without distraction
- provide children with time to respond to questions, to think of solutions and to voice their ideas based on their previous learning.

Setting details

Unique reference number	EY563280
Local authority	North Somerset
Inspection number	10332336
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	188
Name of registered person	Happy Days Day Nurseries Limited
Registered person unique reference number	RP900845
Telephone number	01934 420343
Date of previous inspection	29 June 2023

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, 21 hold an appropriate childcare qualification at level 3, including the manager and her deputy.

Information about this inspection

Inspectors

Rachael Williams
Mary Daniel

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took an inspector on a learning walk and discussed the early years curriculum.
- An inspector spoke with parents during the inspection and considered their views.
- The inspectors observed staff interactions with children, speaking with them and children throughout the inspection.
- The manager and deputy manager conducted joint observations with the inspectors.
- An inspector conducted professional discussions with the quality manager, acting manager, key people, SENCo and the designated lead for safeguarding at convenient times during the inspection.
- A sample of documentation was discussed and observed.

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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