

Inspection of Sparthfield Happy Day Nursery

419 Whalley Road, Clayton le Moors, ACCRINGTON, Lancashire BB5 5RP

Inspection date: 27 February 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff understand and deeply value the importance of developing meaningful relationships with children and their families. Staff forge strong relationships based on a mutual understanding, kindness and respect. This helps every child to connect emotionally to their carers. Children's strong emotional security enables them to fully engage in, and take control of, their learning with great enjoyment. Consequently, children are self-assured, positive and ambitious in all they do. The close attachments staff make with children enables them to fully understand each child's unique needs and interests. Staff accurately identify all areas for development and facilitate new learning in a personalised and exciting way. As such, all children, including those with special educational needs and/or disabilities (SEND) make excellent progress and reach their potential in this superb nursery.

Staff provide children with a very well-considered curriculum that is broad and varied. Staff create a relaxed, yet predictable environment and dependable routines that help learning to unfold. This unhurried approach means that children have the time and space to understand more about their learning. Over time children's understanding of ideas and concepts builds to give a very secure knowledge and capabilities in all of the prime areas of development. Staff gently support children to learn to behave with the utmost respect for themselves and others, by promoting the nursery 'responsibilities'. Children consistently demonstrate that they are emotionally and physically, happy and healthy.

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

- The dedicated leader has implemented an efficient self-evaluation process which helps her to ensure the service is continually evolving and improving. Through well-planned coaching and mentoring, she has helped staff to both understand and deliver her vision for exceptional quality education and care.
- All staff have developed advanced interaction skills. As a result, staff intelligently adapt their responses to children during activities to be in tune with their needs, abilities and interests. Children benefit from consistent, personalised and expertly-timed interactions that support their rapid learning and development.
- The leader has a precise curriculum focus on the development of speech, language and communication. Staff plan and implement effective language learning. They use strategies such as extending language and asking open-ended questions. Staff take note of children's newly-learned vocabulary. They share this with parents in unique ways, so that children's language acquisition is promoted at home. Furthermore, staff are excellent language role models. This supports children to become eloquent and powerful communicators.
- Staff are highly skilled in encouraging and supporting children to develop physically. They carefully construct the environment and learning opportunities

to provide appropriate physical challenges. For instance, babies delight in learning how to step on and off risers. Toddlers move with creativity as they swirl ribbons while dancing. Pre-school children leap from fallen trees and learn how to negotiate woodland areas as they take part in forest school sessions. These experiences help children to refine their coordination and motor skills as well as develop confidence and enthusiasm. Children develop the motivation and physical competence to take part in physical activities for life.

- Staff prioritise and facilitate children's emotional awareness. Staff read books about mental health and invite children to talk about how daily experiences make them feel. Staff help children to consolidate their learning as they understand more about the variety of feelings humans experience. Children are enabled to learn strategies to help them, and others cope with their feelings. For example, pre-school children coach their friends to breathe in and out to help them feel calm. Children develop the attributes of emotional intelligence and demonstrate this in their consistently positive attitudes and behaviour.
- The provision for children with SEND is highly supportive. The special educational needs coordinator works with staff, parents and external agencies, such as National Portage Association (NPA), to ensure that all children receive the right support at the right time to help them make swift progress. Children with SEND are fully included in the provision which enables them to thrive.
- Staff have the highest trust in children and allow them to do things for themselves. This helps children to feel empowered and encourages appropriate independence. For instance, staff notice that children have spilt milk as they pour their drinks. They offer kind reassurance but allow children time to solve the problem themselves. This intelligent support increases children's resilience and ability to think critically. Children become autonomous learners.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY339312
Local authority	Lancashire
Inspection number	10333480
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	65
Number of children on roll	66
Name of registered person	Sparthfield Happy Day Nursery Ltd
Registered person unique reference number	RP526436
Telephone number	01254 301524
Date of previous inspection	22 June 2018

Information about this early years setting

Sparthfield Happy Day Nursery registered in 2006 and is situated in Clayton le Moors, Accrington. The nursery employs 11 members of childcare staff. Of these, one holds qualified teacher status. One holds appropriate early years qualifications at level 6, one holds level 4 and six hold level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 5:30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lois Hulley

Inspection activities

- This was the first routine inspection the nursery 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The leader and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The leader and the inspector carried out a joint observation during story time.
- 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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