

Inspection of Happy Days Childcare

Ecton Brook Road, Ecton Brook, Northampton NN3 5DY

Inspection date: 28 February 2024

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 flourish in this welcoming and inclusive pre-school. They enter with ease and confidence as they are greeted by friendly staff. Children confidently follow the morning routine. They hang up their coats and proudly find their name cards to self-register. Staff prioritise children's social and emotional development. They help children to identify how they feel when they arrive by asking them to select an 'emotion card'. Staff teach children the vocabulary to talk about their emotions helping to build friendly, respectful relationships.

Staff are excellent role models who provide consistent routines and boundaries. They help children to resolve minor disagreements during play, as they discuss how their actions may make others feel. Children learn to behave well and show kindness and respect for one another.

Outside children have fun and enjoy being physically active. Staff interact enthusiastically with children during play. Staff help children to take appropriate risks as they climb equipment and jump from heights, developing their balance and coordination. Staff provide fun experiences to encourage children to get involved, helping to develop a positive attitude to learning. For instance, staff show children how to use magnifying glasses to find bugs. They encourage children to lift heavy logs to search for bugs and they dig for worms. Children are happy and engaged in play.

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

- The manager and staff have designed a flexible and adaptable curriculum to suit the learning needs of the children who attend. Staff focus on building upon children's knowledge and the skills they need to be ready for their next stage of learning. Staff know the children incredibly well and have clear intentions for what they want children to learn. However, at times staff do not offer enough to extend children's learning to an even higher level.
- Staff motivate all children to learn, including children who receive additional funding, such as pupil premium, and children with special educational needs and/or disabilities (SEND). Staff attentively identify children who may need additional intervention. They work exceptionally well with outside agencies to ensure there is a collaborative approach to children's learning. This supports all children to make good progress from their starting points.
- Communication and language are extremely well supported. Staff design activities that offer children the opportunity to learn new words through hands-on experiences. For instance, children use words such as, 'kneading' and 'cream of tartar' as they follow a recipe card to make dough. Children who speak English as an additional language make very good progress. Staff work together

with parents and use key words from their home language to communicate with children. Staff consistently use simple sign language and visual aids to support all children with their communication.

- Staff make good use of daily routines to teach children the importance of keeping healthy and safe. For instance, children take turns to help staff to risk assess the outdoor area. Ongoing discussions and specific activities, such as food preparation, help children build a clear understanding of how to keep themselves healthy. Staff teach children about hygiene. Children help to clean and set the table and serve food. Once they have finished eating children are encouraged to wash their dishes. This helps children take pride in their pre-school and to feel valued.
- The pre-school is a valued part of the community. They have excellent partnerships with parents. Parents feel involved in their child's education because staff invite them to attend sessions, such as song time and parents evening. Staff offer a lending library of resources that help parents to increasingly support children's learning at home. Parents report how managers and staff go above and beyond to offer emotional support to the whole family. Children and families who attend the pre-school are extremely happy and well supported.
- The manager is enthusiastic and is dedicated to reviewing the work of the setting and offering children and their families the best care they can. She has developed effective relationships with external agencies to provide support for children and families. Additional funding is used to provide resources, such as book bags to support literacy at home.

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:

- support staff to strengthen their teaching strategies to consistently challenge and extend children's learning.

Setting details

Unique reference number	EY297068
Local authority	West Northamptonshire
Inspection number	10312403
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 4
Total number of places	30
Number of children on roll	43
Name of registered person	Happy Days Childcare Committee
Registered person unique reference number	RP901950
Telephone number	01604 409280
Date of previous inspection	30 April 2018

Information about this early years setting

Happy Days Childcare opened in 1996 and re-registered in 2004. The setting employs six members of childcare staff. Of these, the manager holds an early years qualification at level 6 and five staff are qualified in early years at level 3. The provision operates for early years children during term time from 8.30am to 3.30pm, and an out-of-school club operates primarily for older children during school holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times 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.
- 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 manager showed the inspector documentation to demonstrate the suitability of staff.

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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