

Inspection of Be Happy Day Nursery

Burnham Football Club, Slough SL1 8JG

Inspection date: 14 August 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 thoroughly enjoy their time at the nursery. They are content and happy and form strong bonds with the kind and caring staff team. Children delight in daily fresh air and exercise in the outdoor play area. Staff encourage children to take age-appropriate risks, such as balancing across crates, beams and tyres. Babies build on their core strength, for example as they climb through tunnels and throw balls from the ball pit. Children take pleasure in their achievements when they accomplish their goals. This builds on their confidence and teaches them about their capabilities.

Managers have used the information they gathered about the impact of the COVID-19 pandemic to inform the opportunities staff provide for children. For example, they have implemented a variety of strategies that support children to regulate and manage their emotions. Children at this nursery show kindness to others and listen to their peers. Children demonstrate this as they actively negotiate and take on different characters as part of their imaginary play.

Staff provide children with a range of experiences to learn about the local community. For instance, children delight in walks to the library, outings to the park and visits to the nearby market. Children take pleasure in looking at photos and discussing past events with their friends and staff. This supports a sense of belonging at the setting.

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

- Staff support children's communication and language development well. For example, as children turn music up and down, staff introduce new words, such as 'louder' and 'softer'. Children make animal sounds, and with support from staff, they learn how to use these words in different contexts. This helps to broaden children's vocabulary.
- Staff assess children's development accurately and plan a well-sequenced curriculum. They provide children with varied activities that are often led by children's own interests. However, on occasion, particularly during adult-led activities, staff do not adapt their teaching to reflect the individual development needs of all children. This means that, at times, not all children benefit from the learning taking place.
- The intent for children to become independent is implemented effectively. Younger children help to clear away toys when they have finished playing. Their older peers enthusiastically serve their own meals and snacks. They pour their drinks independently and clear away their plates.
- Children are busy and keen to explore the engaging environment. As children engage in their play with their friends, staff support them in developing their

social skills. For instance, children of differing age groups excitedly take on different roles and set up a car wash. They take turns to fill up their buckets with water and excitedly wash the different vehicles.

- Managers and staff have developed strong links with local schools. They invite teachers into the nursery so that staff can share information and discuss children's individual needs. This helps children to build relationships with their new teacher and eases anxieties about the upcoming changes.
- Staff seek a range of information from parents about their children's care needs and abilities when children first start at the nursery. This helps staff form a baseline assessment of children's starting points. Staff continue to share information on children's daily achievements and welfare, such as through discussion and digital media. However, although there are strategies in place to share information, staff do not ensure that all parents are aware of their children's ongoing goals and targets. This does not provide consistent continuity in children's ongoing development, to help them make the best possible progress.
- Staff teach children the importance of leading a healthy lifestyle. For instance, at lunchtime, staff initiate discussions with children about their favourite fruit and vegetables. They skilfully link this to the produce they are growing in the garden and hold conversations with children about the nutritional benefits of food. Older children express delight as they take part in relaxing meditation activities. Children of all ages know to stay hydrated and independently access a drink of water when needed.
- Managers regularly reflect on the nursery and work closely with the staff team to make improvements. The recent development of the outdoor area has widened children's learning experiences. This has supported children in developing and building a variety of new skills.

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:

- strengthen teaching, particularly during adult-led activities, to ensure all children consistently benefit from the learning taking place
- provide all parents with specific information about their children's ongoing development and progress, to offer consistent continuity in children's learning at the setting and at home.

Setting details

Unique reference number	EY539934
Local authority	Buckinghamshire
Inspection number	10354941
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	27
Number of children on roll	39
Name of registered person	Be Happy Childcare Services Limited
Registered person unique reference number	RP905143
Telephone number	01628 662789
Date of previous inspection	12 November 2018

Information about this early years setting

Be Happy Day Nursery registered in 2016. It is situated in Burnham, Berkshire. The nursery is open each weekday, from 8am to 5pm, throughout the year. The nursery employs seven staff, five of whom hold relevant early years qualifications at level 3 or above. They also employ two bank staff, one of whom has a level 3 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 about their curriculum and what they want their children to learn.
- The inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents shared their views through discussion during the inspection, and the inspector took account of all feedback received.
- A joint observation was completed and discussed with the manager. The inspector spoke with staff and children at suitable times throughout the inspection.
- During the inspection, the inspector held a meeting with the manager and business manager. She looked at relevant documentation, such as 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.

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