

Inspection of Happy Days Nursery And Pre-School Lyde Green

Happy Days Nursery, Willowherb Road, Emersons Green, Bristol BS16 7LH

Inspection date: 6 March 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff attentively support children, showing genuine pleasure in seeing them and chatting happily with children as they arrive. Children form strong bonds with staff and enjoy their time at the nursery. New babies are closely supported to settle into nursery life. Staff's patient, clear explanations help children's understanding, teaching them to interact appropriately with others and develop their social skills. Children learn to share and begin to form friendships.

Staff plan interesting activities to help children develop their skills, led closely by the company's clear curriculum aims. Children's curiosity is encouraged very well during science experiments and exploration with natural items. Staff get down to children's level and explore alongside them, inspiring their interest. Toddlers create 'potions' using leaves and petals from flowers. Staff commentate and model ideas, such as squeezing out a lemon. Children are fascinated to smell the fresh juice. Older children are intrigued to see vinegar fizzing as they mix ingredients into it. They work hard to use utensils, such as pipettes to suck up the liquid. They mix in paints and eagerly explore the different effects they can create. They show positive attitudes to new experiences. Staff provide 'communication hotspots' with rich and stimulating materials to prompt children's interest and language, helping them become confident communicators. Staff use clear speech and model key words to help children extend their growing vocabulary. Babies enjoy their sing and sign session, listening well and showing good understanding as they follow actions, such as clapping and moving their toes and feet.

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

- Staff get to know children well. Key persons precisely track children's development and achievements, outlining any gaps and making plans to help these to close. They liaise closely with parents and seek help when children need extra support, including liaising with outside professionals. Children make good progress and those with special educational needs and/or disabilities (SEND) are closely and sensitively supported to reach their potential.
- Staff methodically implement arrangements for children's individual dietary requirements. Children enjoy the nutritious meals, and parents are very positive about the nursery menus, commenting on how well their children eat at the nursery. Staff teach children about healthy lifestyles, usefully inviting in professionals, such as dentists to teach children about oral health. Staff build children's knowledge of the world, focusing on composting and recycling. Children learn about planting and growing. They water plants and discuss vegetables and how these need to be washed before eating them.
- Children's independence and sense of responsibility is carefully supported. Babies enjoy the freedom to explore, showing their growing self-confidence.

Older children learn useful skills and show pride in their achievements. Children pour their drinks and conscientiously clear up at lunchtime. Staff give children time to 'have a go', offering patient tips and encouragement. Children persevere well, managing their shoes and getting their coats on themselves. They are becoming resilient, capable individuals.

- Staff share information with parents in a variety of ways. Parents' evenings, daily chats and online communication and photos all help keep parents very well informed. Staff hold open days at the nursery. Parents talk with staff and find out about the rooms their children will be moving on to next. There is a strong focus on working with parents in a coordinated way. For example, staff use the company's comprehensive 16-week programme to share ideas with parents to help prepare children for their move on to school.
- At times, staff pick up on children's interests very well and introduce resources to extend children's exploration. Staff find items for children to make marks, such as brushes and water to paint different surfaces or crayons and clipboards as children move around and play outside. However, at other times, staff do not readily evaluate and adapt their practice, ensuring they flexibly support children's engagement and consistently extend their learning to high levels.
- The staff show dedication to providing the best they can for children and families. The strong company processes and clear plans in place help lead the continuing evaluation and development of practice. Management ensures there is close monitoring, supervision and coaching of staff and also support them to undertake a range of training to develop their knowledge and skills.
- Children spend considerable periods outside. Babies and younger children relish the freedom to explore, excitedly crawling and toddling around, developing their strength and coordination. Children have fun and develop their dexterity building sandcastles. They balance, climb and learn to use balls. They enjoy yoga sessions outside in the fresh air, forming poses and building their strength and control very effectively.

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:

- help staff to evaluate and adapt their practice more readily, ensuring they flexibly support children's engagement and consistently extend their learning to high levels.

Setting details

Unique reference number	2572668
Local authority	South Gloucestershire
Inspection number	10390663
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	81
Number of children on roll	169
Name of registered person	Happy Days Day Nurseries Limited
Registered person unique reference number	RP900845
Telephone number	0117 440 4639
Date of previous inspection	13 July 2022

Information about this early years setting

Happy Days Nursery And Pre-School Lyde Green registered in 2020 and is located in Lyde Green, South Gloucestershire. It operates from 7am to 6pm, Monday to Friday. There are 34 members of staff who work with the children, 21 staff hold an appropriate qualification ranging from levels 2 to 6. There are also kitchen and administration staff. The setting provides government funded places.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The inspector viewed all areas and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the nursery with the manager and operations manager.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures and safeguarding discussions were undertaken with members of the staff team.
- The inspector spoke with the special educational needs and/or disabilities coordinator regarding the support for children with SEND.

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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