

Inspection of Happy Jays

Grainbeck Lane, Harrogate HG3 2AA

Inspection date: 19 May 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children form trusting relationships with the dedicated and enthusiastic staff. They develop very positive attitudes towards their learning. Staff provide children with genuine praise for having a go at tasks. This, in turn, gives children the confidence to keep trying. Leaders and managers have worked with staff collaboratively to develop a clear curriculum that focuses on supporting children's communication and language. Staff know children exceptionally well. They plan a range of activities and learning opportunities that carefully encompass children's interests, alongside what they need to work on next. Staff use additional funding very effectively to ensure that children receive the correct support. All children make excellent progress in this nursery.

Staff invite a range of visitors into the nursery, such as authors of popular children's stories and dentists, to enhance children's learning. Authors read out their books, bringing them to life, and teach children about the process of writing a book or story. Dentists talk to children about how to take care of their teeth. Staff embed these messages around oral hygiene further through stories. Staff provide further guidance to parents and carers. They ensure that all children have access to a toothbrush and toothpaste. The nursery has recently introduced a book club. Parents and children share the story at home and leave a review. Some of these reviews include how the books have been enjoyed at bedtime.

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

- Children are extremely well supported through their transitions. Staff support pre-school children to begin to take ownership of their belongings in preparation for school. For example, children have drawers that replicate those at school. They take pride in placing their drawings in them to take home. Staff give younger children information about their new key person and a photo. This helps to ensure a smooth transition.
- Staff very skilfully support children's communication and language. They become engrossed in discussions with children about a variety of subjects. For example, detailed discussions take place about the diggers outside. Staff read stories with enthusiasm. They explain the meaning of words in books, such as wise. This helps children to learn the meaning of new words and broaden their vocabulary.
- Mealtimes and snack times are very well organised and sociable occasions. Staff sit with children and enjoy a meal. Staff also provide many opportunities for children to be independent. Children help themselves to spaghetti using tongs and older children have a go at cutting fruit. This helps to develop their fine motor skills and dexterity. Toddlers confidently pour themselves drinks, while babies wipe their hands after snack time and take delight in putting rubbish in the bin.

- Staff regularly complete detailed assessments of children's development. This helps them to recognise any additional needs quickly and provide support from the highly skilled and knowledgeable special educational needs and disabilities coordinators (SENDCos). Staff care deeply about children and act as advocates to ensure additional support can be put into place when required. This includes highly effective interventions and support from outside professionals.
- The nursery forms an integral part of the community. Staff take children to visit residential homes to support intergenerational working. They join residents in colouring a range of pictures. Staff support children's understanding of life in modern Britain. For example, they created a polling station for children to vote for their favourite colours. This supports children's understanding of democracy and helps them learn that everyone has a different opinion or viewpoint.
- Partnerships with parents are exceptionally strong. Staff dedicate time to keep parents well informed and celebrate children's achievements with them. For example, staff proudly tell parents that children have started writing the first letter of their name. The nursery also places a focus on supporting parents' well-being and mental health. Staff organise a range of events for parents, such as pottery nights and workshops.
- Leaders and managers place a strong emphasis on supporting staff's well-being. Managers have undertaken training to become mental health first aiders. Staff value the opportunities to broaden their knowledge even further, particularly those with specific roles. This helps to contribute to good morale among the team and ensures that they can fulfil their roles effectively.

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	EY549333
Local authority	North Yorkshire
Inspection number	10392891
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	60
Number of children on roll	94
Name of registered person	First For Childcare 3 Limited
Registered person unique reference number	RP549905
Telephone number	01423506361
Date of previous inspection	9 October 2019

Information about this early years setting

Happy Jays registered in 2017 and is located in Harrogate, North Yorkshire. The nursery employs nine members of staff. Of these, seven staff hold appropriate early years qualifications at level 3 or above, including two staff at level 6. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays. It provides government-funded childcare and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, nominated individual and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to staff, the nursery's SENDCo and the area SENDCo about how they support children with special educational needs and/or disabilities.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector and the manager carried out a joint observation.
- 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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