

Inspection of Happy Days Nursery Bradley Stoke

Almondsbury Business Centre, Woodlands, Bradley Stoke, BRISTOL BS32 4QH

Inspection date: 5 June 2025

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

Children thrive in this rich learning environment, eager to learn, confident and happy. They are excited to start their day, arriving full of enthusiasm and demonstrating a strong sense of belonging. Warm, caring staff welcome them with familiar routines, creating a calm and secure environment. Staff are attentive and welcoming to children. Consequently, children build strong bonds, not just with their key person but with all staff. This helps children to feel safe and secure. The language-rich environment created by staff supports all children to acquire and use language, and they are excellent communicators. For example, staff use Makaton consistently through the day to support children's understanding and enable them to express their needs easily. They provide outstanding support to children with special educational needs and/or disabilities (SEND), who make remarkable progress from their individual starting points.

Children's behaviour is exceptional. Older children share and take turns with minimal support from staff. There is a strong focus on supporting children's emotional well-being. Staff provide exceptional opportunities to help children understand their emotions. For example, they have a variety of books and resources that prompt discussions on how they are feeling and what makes them feel happy and sad. Staff respond with respect and value children's input. Staff consistently build on and extend what children already know and can do. For example, staff plan regular, targeted, adult-led group activities. They skilfully support children to share their opinions and develop their critical thinking, and they demonstrate discussions that promote negotiation.

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

- The setting has designed a broad curriculum that is deeply embedded, ambitious and sequential. For example, staff ensure outdoor learning takes place in all weathers, from jumping in puddles to games that require turn taking. Children demonstrate great enjoyment and sustain concentration. The curriculum provides stretch and challenge for all children. As a result, children are constantly engaged and completely immersed in their learning. The setting works in partnership with families. For example, they implement a ready for school pathway. This focuses on the skills that support children for the next step in their journey.
- Staff share that they feel highly supported by the provider, with a culture of well-being promoted. For example, the setting completes regular well-being meetings before their scheduled supervision. This demonstrates how the setting prioritises the well-being of the team to ensure they feel supported in their role. The provider is committed to developing the highly experienced team even further. Relevant, tailored training and coaching for staff helps ensure children receive

the best possible care and education. The provider uses observations of staff practice to provide in-the-moment coaching.

- Mealtimes are calm, well-structured and promote independence. Children choose when to eat, allowing play and learning to continue without interruption. They confidently collect their own plates and serve food. Staff use the opportunity to reinforce mathematical language, such as counting spoonfuls, discussing quantities and asking questions like, 'How many more do you need?' These everyday interactions build children's confidence with number in a meaningful context.
- Parents speak highly of the excellent support their children receive. Those with children who have additional needs describe the staff's knowledge as exceptional. Many parents say they are 'blown away' by the professionalism of the team. Staff share detailed information to help families continue learning at home, and they know the children and their families exceptionally well. As a result, all families feel welcomed and valued.
- Staff maintain strong partnerships with other early years professionals, creating effective links that significantly enhance the care and support for children with SEND. They quickly identify when a child requires additional support and act promptly by making timely referrals and implementing targeted strategies. Staff ensure that children make outstanding progress, even while awaiting external support. Every child has a personalised plan tailored to their individual needs. Staff provide consistent opportunities that reflect each child's preferred learning approach, and they ensure that all team members are equipped with the necessary tools, strategies and resources to meet those needs effectively.
- The provider is deeply committed to giving all children the best possible start in life. Staff serve as exceptional role models, consistently demonstrating kindness, respect, and positive interactions with one another. They model courteous behaviour and high standards of conduct throughout the setting. Children are actively encouraged to take turns and express their needs in ways that are appropriate for their age and stage of development. As a result, children display exemplary behaviour, showing empathy, cooperation and strong social skills.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY484354
Local authority	South Gloucestershire
Inspection number	10405526
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	115
Number of children on roll	158
Name of registered person	Happy Days Day Nurseries Limited
Registered person unique reference number	RP900845
Telephone number	01454 614 411
Date of previous inspection	5 August 2022

Information about this early years setting

Happy Days Nursery Bradley Stoke registered in 2014. The nursery is situated in the Bradley Stoke area of Bristol. It is open on weekdays from 7am until 6pm, all year round, except for one week at Christmas and bank holidays. The nursery employs 44 members of staff. Of these, one holds a level six qualification, 22 hold qualifications at level 3, nine members of staff hold level 2 qualifications and seven members of staff are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Chris Langdon-Casey
Sarah-Louise Clements

Inspection activities

- The managers joined one of the inspectors on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspectors at convenient times during the inspection.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspectors.
- One of the inspectors and the managers carried out a joint observation of a group activity.

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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