

Happy Days Nursery

Lubards Farm, Hullbridge Road, Rayleigh, Essex, SS6 9QG



Inspection date

15 July 2015

Previous inspection date

29 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good and sometimes outstanding. Staff provide a varied range of stimulating activities for the children, which helps them to make good progress in their learning.
- The key-person system is effective. Children develop confidence and build good relationships with staff and their peers. Key persons know their children well and are proud of their achievements.
- Safeguarding is given a high priority within the nursery. Staff are vigilant about security and have a good knowledge of how to protect children from abuse and neglect.
- Children effectively learn how to keep themselves safe. They regularly practise fire drills and can explain how they need to protect their skin in hot weather.
- The management team is committed to continuously reflecting on and improving the nursery and regularly seek the views of parents and children. Parents speak very positively about the nursery. They appreciate and value the support they receive in helping their children to learn.
- The nursery has strong links with other early years professionals and the local schools. Visits are arranged so that children become familiar with their new teachers and become emotionally ready for the transfer to full-time education.

It is not yet outstanding because:

- Occasionally, the opportunities for children to engage in and sustain the very deepest learning as they play are not fully embraced.
- The management team is not always robustly checking that assessment is consistently precise and every parent has comprehensive information about the level of their children's progress.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance opportunities for uninterrupted exploratory play that promotes children's fullest concentration and deepens their learning
- strengthen the monitoring and tracking of the already good assessment process to ensure it consistently provides a more sharply focused picture of the level of the younger children's development, to enable staff and parents to work together to ensure that children can make the most rapid progress possible.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of staff, self-evaluation, risk assessment, and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the nursery.

Inspector

Patricia Champion

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good knowledge and understanding of how children learn and develop. They plan children's next steps in learning effectively. They ensure children of all ages are motivated as they engage in activities matched to their interests and capabilities. Children have many opportunities to use their senses to explore and investigate the world around them, both indoors and outside. For example, children experiment with melting ice and they discover the fun that can be had mixing soil, sand and water. Children are effectively developing the skills they need in readiness for starting school. They listen attentively to stories and staff skilfully enable them to become involved by recalling events and predicting what might happen next. Children adeptly explore information and communication technology as they use the computer. They confidently count, calculate and solve problems in practical activities and everyday routines. However, play is sometimes abruptly halted during activities children are heavily involved in. This distracts children's concentration and prevents their fullest involvement in their self-directed play.

The contribution of the early years provision to the well-being of children is good

Children demonstrate that they feel happy, safe and secure with staff. They eagerly come into nursery and share their news with their key person. Staff ensure children who speak English as an additional language are fully included in all activities. For example, words in different languages are provided and supported with pictures. Children grow in independence and self-confidence because staff encourage them to develop self-help skills. Consequently, the older children use the toilet independently, fasten buttons and serve their own food at snack times. Staff are very good role models for children and they manage behaviour positively. Children respect behavioural boundaries, are kind to each other and play harmoniously. Mealtimes are social occasions and staff build on children's awareness of what contributes to a healthy lifestyle through appropriate discussion. Staff encourage parents to bring healthy packed lunches for children. Many opportunities are provided for children to exercise and develop their physical skills.

The effectiveness of the leadership and management of the early years provision is good

The management and staff team have a good understanding of the requirements of the Early Years Foundation Stage. Staff are well qualified and receive good professional supervision. They are able to access a wide range of courses or in-house training. The management team regularly observe staff as they work with the children and have introduced ways for staff to learn from each other. Staff meetings are used effectively to cascade new knowledge and implement new ideas. This helps to develop all staff's teaching skills and has a positive impact on children's learning. Staff have started to track children's progress. This helps them to ensure that any gaps in children's learning are identified and support is put into place. However, systems for monitoring and tracking the younger children's learning are not fully embedded. This means not all parents receive precise and sharply focused information about their children's progress.

Setting details

Unique reference number	EY232923
Local authority	Essex
Inspection number	869970
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	125
Name of provider	Marie-Antoinette Weidner
Date of previous inspection	29 March 2011
Telephone number	01268 782925

Happy Days Nursery was registered in the current premises in 2002 and is privately owned. The nursery employs 14 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 3, one member of staff holds a qualification at level 4 and one member of staff holds a qualification at level 2. The manager holds Early Years Professional status. The nursery opens from Monday to Friday, for 49 weeks of the year. Opening times are from 8.30am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language.

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