

Happy Days Club & Nursery School Limited

Hermitage Primary School, Hermitage Drive, Holmes Chapel, CREWE, CW4 7NP



Inspection date	12 May 2016
Previous inspection date	4 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and practitioners demonstrate a strong commitment to achieving the best outcomes for all children. The manager enthusiastically describes her vision for the purpose-built nursery under construction in the school grounds. She understands how children learn and her planning for the new building reflects this.
- Managers and practitioners are well qualified. They seek out information and training to enhance their professional knowledge and skills.
- The provision for children who have special educational needs or disability is effective. Practitioners know, understand and consistently implement the plans for children's learning. As a result, children make very good progress from their starting points.
- Children who attend the out-of-school club have a wide range of interesting activities to choose from. Communication between parents and practitioners in the school and the club is effective. This helps to promote continuity for children's care and well-being.
- Pre-school children enjoy learning to link letters and sounds during activities and daily routines. Nursery and school practitioners work together so that their teaching of early reading skills is consistent.

It is not yet outstanding because:

- The manager's regular supervision of practitioners' performance does not focus sharply enough on assessing the quality of their teaching.
- On occasion, adult-led activities for two-year-old children are not planned well enough to fully involve every child who takes part.

What the setting needs to do to improve further

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

- build on the systems for assessing staff practice and focus more sharply on improving the quality of teaching
- strengthen the planning of adult-led activities for two-year-old children so that their experiences are always meaningful and help promote their rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The manager is well organised. She has managed the setting's transfer to temporary accommodation within the school extremely effectively. Parents are impressed with how well their children adapted to the changes in routines for arrival and departure. They praise the caring practitioners and report that children look forward to coming to the setting. The manager seeks the views of children, parents and practitioners when she evaluates the provision. She makes changes to policies and procedures that improve practice. Managers regularly check children's progress. They use collated information generated by online learning journals when they review the planned programme of activities. Arrangements for safeguarding are effective. The manager trains practitioners to understand and implement changes to legal requirements. Practitioners know the action to take if they consider a child to be at risk of abuse or neglect.

Quality of teaching, learning and assessment is good

Practitioners know children well and challenge them to take the next steps in their learning. Pre-school children attend a well-planned daily circle time and talk about the date and the weather. The discussion is lively and practitioners welcome information, news and ideas from children. At the same time, practitioners skilfully identify opportunities for children to take the next steps in their learning. For example, they ask children who are learning to count and read numbers beyond 10 to independently change the day's date on the display. Practitioners regularly report children's progress to parents. Parents share news of children's activities and achievements at home.

Personal development, behaviour and welfare are good

Relationships in the nursery are good. Practitioners demonstrate friendly teamwork to children and the atmosphere in the setting is calm and purposeful. Children learn how to stay safe because policies, such as the sun safety policy, are implemented effectively. Children eat healthy and nutritious food. Practitioners encourage children to try different foods and to say which ones they like and dislike. Children listen to each others' opinions. They discover that some people have different preferences to their own. Children learn about their bodies and how to keep fit and healthy. Children learn to be independent. For example, two-year-olds begin to learn to pour their own drinks using small jugs.

Outcomes for children are good

All children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children recognise their names in writing. They write some letters using correct letter formation. They begin to hear and identify the sounds in words and match the sounds to letter shapes. Children can count quantities of items accurately. They begin to add and subtract with increasing skill. Children name and talk about emotions. They understand how their behaviour can affect other people's feelings. Children understand how to stay safe in the sun. They know that they must wear a hat if they go out of the shaded area. Children who speak English as an additional language know and use an increasing number of English words.

Setting details

Unique reference number	EY417571
Local authority	Cheshire East
Inspection number	850070
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	32
Number of children on roll	81
Name of provider	Happy Days Club & Nursery School Limited
Date of previous inspection	4 October 2011
Telephone number	01477 549 002

Happy Days Club & Nursery School Limited was registered in 2010. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5 and eight at level 3. The nursery opens from Monday to Friday, during school term time. Sessions are from 8am until 6pm. The out-of-school club operates from 8am until 9am and from 3pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. They support children who have special educational needs or disability and children who speak English as an additional language.

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