

Norbreck Happy Days Nursery



Happy Days Nursery, Russell Avenue, THORNTON-CLEVELEYS, Lancashire, FY5 1NY

Inspection date	26 May 2017
Previous inspection date	14 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children are motivated to do things for themselves. Staff have clear expectations and well-established care routines that help to empower children to be independent.
- Staff skilfully support children's developing reading skills. Effective partnerships with schools have had a positive impact on the quality of literacy teaching. Pre-school children particularly benefit from regular, high-quality experiences that help to prepare them for school.
- Staff use a range of good quality questions to help children to think and learn. Children make good progress from when they begin to attend.
- Staff keep parents well informed about children's progress and they guide parents to help children to continue their learning at home.
- Managers gather the views and expertise of others, including the local authority, to contribute to their effective self-evaluation. They make changes that benefit children.

It is not yet outstanding because:

- The monitoring that managers undertake does not focus precisely on developing the quality of teaching and learning to an outstanding level.
- At times, staff do not recognise that children, who learn through active play, need more space to engage in physical play experiences.

What the setting needs to do to improve further

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

- extend the current monitoring procedures and focus more sharply on developing the quality of teaching and learning to the highest level
- support staff to recognise when to give children more space to engage in active physical play.

Inspection activities

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

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Managers ensure staff know what to do if they are concerned about the welfare of a child. They provide excellent induction procedures for the safe recruitment and ongoing training of new staff. Room leaders supervise staff effectively. Managers routinely assess risks and take effective measures to minimise hazards to help keep children safe from harm. For example, they ensure staff take precautions to protect children from the harmful effects of the sun. Managers precisely monitor the progress of different groups of children. They use this information to prioritise areas for further improvement and promptly address any areas, which are slowing in progress. For example, they implemented a home learning project focused on mathematics.

Quality of teaching, learning and assessment is good

Staff effectively observe and assess children's learning. Staff and managers monitor the progress of individuals to help to identify any gaps in learning. Children who have special educational needs and/or disabilities benefit from parents, staff and external agencies working closely together. As a result, they make good progress towards their individual goals. Staff know how to encourage children's language skills to develop. They use successful strategies to communicate with children of all ages, including babies. For example, staff face babies as they talk to them, giving good eye contact and sit at their level. They support children who speak English as an additional language well in their learning.

Personal development, behaviour and welfare are good

The key-person system is very effective. Staff know individual children well and they communicate frequently with other staff to support children's learning continuously. Children build strong emotional attachments with the highly responsive to staff. Parents comment that staff are nurturing with children and they help them to make a settled start. Staff use the routines, such as lunchtime to provide particularly good learning experiences and to help children practise their physical skills. Babies learn to hold a spoon to feed themselves. Pre-school children pour their own drinks and use different utensils to serve their own food.

Outcomes for children are good

All children make good progress. They settle in quickly and grow rapidly in confidence. Children display high levels of self-esteem. They become inquisitive learners who make their decisions, select resources and use their imagination. Children behave well, appropriate to their ages. They are cooperative and show good listening skills.

Setting details

Unique reference number	EY364223
Local authority	Blackpool
Inspection number	1093240
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	102
Number of children on roll	161
Name of registered person	Norbreck Happy Days Limited
Registered person unique reference number	RP527440
Date of previous inspection	14 January 2015
Telephone number	01253 853 452

Norbreck Happy Days Nursery registered in 2008 and is located in Thornton Cleveleys, Lancashire. It employs 24 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status and one with early years professional status. The nursery opens Monday to Friday all year round apart from bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those who have special educational needs and/or disabilities.

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