

Happy Days Club and Nursery School Ltd

Jubilee Walk, Holmes Chapel, Cheshire, CW4 7FN



Inspection date	16 November 2017
Previous inspection date	10 March 2014

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

- Staff have developed links with the on-site school staff and other professionals. For example, the management team and some school staff have visited another school together to see how they promote children's literacy development. These effective partnerships help staff to build upon their practice so that all children, including those who need extra support, continue to make good progress.
- Staff have completed training on how to work effectively with two-year-old children. They are particularly aware of these children's fluctuating emotional and physical needs. Following this training, staff have made effective adjustments to their daily practice and the play environment so that two-year-old children's individual needs are met well.
- Staff build strong relationships with children. They consistently respond positively to children and give them smiles, praise and play alongside them as they try out something new. This helps children to feel relaxed and safe and to engage in new experiences.
- The outdoor play area offers children a sense of adventure and the opportunity to experience manageable risks while under close supervision. For example, children walk over the small bridge and crawl through the tunnel underneath it. They climb on the wooden play equipment and on the large artificial boulder.

It is not yet outstanding because:

- Staff do not consistently build on what children need to learn next to help them to achieve as much as possible in their learning.
- Staff do not provide enough opportunities for children to gain a greater awareness of how they differ from, or are similar to, other people.

What the setting needs to do to improve further

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

- build on what children need to learn next to help them to achieve as much as possible in their learning
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

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 evaluated staff assessments of children's progress and how they plan for children's next steps in learning.
- The inspector completed a joint observation of an activity with the owner.
- The inspector held a meeting with the owner. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents and children spoken to on the day and of information included in the setting's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibility to safeguard children. They know the signs that would cause them concern about a child's welfare and the correct procedures to follow. The manager knows how to identify families who would benefit from additional help to keep their child healthy and safe. She understands how to help to make sure that these families receive additional support when necessary. The management team makes sure that each member of staff's practice is monitored and any training needs identified and addressed. This has a positive impact on the progress children make. The management team effectively analyses and reflects on the progress of individual and specific groups of children.

Quality of teaching, learning and assessment is good

Staff work with parents to identify what children know and can do when they first start at the setting. This helps to enhance parents' understanding of how their child's learning can be supported at home from the outset. Staff understand and use a wide range of effective teaching strategies. They make sure that the daily circle time provides children with opportunities to listen, think and reason. During such times, staff increase children's knowledge of the days of the week and the initial sounds in words. They also ask children questions to extend their thinking and vocabulary. Staff plan activities to promote children's mathematical development. For example, they encourage children to count fir cones and then identify the correct number. Staff extend this activity further by encouraging some children to work out how many more fir cones they need to get to a particular higher number. Staff prepare children well for the next stage in their learning, such as school.

Personal development, behaviour and welfare are good

Staff provide children with good opportunities to explore the natural world. For example, they have regular walks in the on-site forest school area and wild grass area where they investigate and discuss their findings. Snacks provided for children are nutritious and well balanced. Staff help children to familiarise themselves with the school environment. For example, children visit the on-site school to watch sports day and play in the school playground.

Outcomes for children are good

All children make good progress from their starting points. Children concentrate for long periods of time and are effective and motivated learners. Children waded into the middle of the shallow puddle outside and jump as high as they can. They look up and giggle with pure delight as they send droplets flying in all directions. Children enjoy show-and-tell sessions. They wait for their turn to stand up and share their toy brought from home with the group. Children confidently answer questions about their toy. They sit in a circle, listen to instructions and mould dough in their hands in time to the music. This type of activity helps to strengthen the small muscles in children's hands to enable them to develop their writing skills. Children demonstrate friendly behaviour and seek out others to share experiences with.

Setting details

Unique reference number	EY465817
Local authority	Cheshire East
Inspection number	1102580
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 - 12
Total number of places	50
Number of children on roll	44
Name of registered person	Happy Days Club & Nursery School Limited
Registered person unique reference number	RP530168
Date of previous inspection	10 March 2014
Telephone number	07796 691671

Happy Days Club and Nursery School Ltd registered in 2013. It is one of two settings owned by the same provider. The setting employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and eight hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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