



Childcare Inspection Report on

Happy Days Day Nursery Ltd

**Happy Days Private Day Nursery
115 Russell Road
Rhyl
LL18 3NR**



Date Inspection Completed

08/11/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Happy Days Day Nursery is registered to care for 104 children up to the age of 12 years and is located in Rhyl. The responsible individual is Nicola Evans who is also the person in charge alongside Ashleigh Greenwood. The nursery is open from 7:15 to 18:00, Monday to Friday, closing for bank holidays and Christmas. The service offers funded places for children as part of Flying Start provision and Early Years Entitlement, so is also inspected by Estyn. English is the language of the service with Welsh promoted on a daily basis. This is a service that does not provide an 'Active Offer' of the Welsh language.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Adequate
Leadership and Management	Good

1. Overall assessment

Children are happy at this service and they have a strong voice. They are listened to and make choices confidently. They are cared for by experienced and capable practitioners who provide interesting activities for them. The environment is safe and well set out with plenty of toys and equipment. Leaders have a clear vision of the service and this ensures a good level of care for children by a committed team of practitioners. There are successful and strong partnerships with parents.

2. Improvements

Since the previous inspection, some areas and rooms have been painted. After the first visit of this inspection practitioners in all rooms plan activities and make links to the children's progress.

3. Requirements and recommendations

We made three recommendations in relation to snacks, toys for the baby room and the environment. They can be seen in section 5.

1. Well-being

Good

Summary

Children enjoy their time learning through play effectively; they make positive choices, are listened to and as a result are happy and settled. They interact with their friends and those caring for them positively. Children are developing confidence and their independence is promoted.

Our findings

Children thrived in a caring environment, because they enjoyed good opportunities to make choices and decisions about how they spent their time. We saw children moving confidently between the different play areas, they chose which activity they wanted to take part in and their opinions and interests were acted upon and listened to. We saw children choosing to play independently, with the playdough, jigsaws and craft. Children contribute to the planning of activities and told us they make suggestions about which topics and activities to plan.

Children coped well with being away from their parents; the consistent and familiar care meant they had gained a sense of belonging. Children were afforded comfort and security; they laughed and smiled with one another, in particular when they enjoyed peek a boo with others. Children happily played alongside one another, evidencing they were forming friendships. Children were content to share what was available and this resulted in a very enjoyable activity for them, for example in the home corner or in the sand.

Children consistently showed respect for resources and for one another. They carefully kept what they had been playing with and they successfully used their manners, saying please and thank you at snack time. Children enjoyed opportunities to socialise together. Whilst outside they played with each other as they prepared balancing equipment, roles were delegated and they played with purpose and fulfilment.

Children took pride in their achievements because they were familiar with the activities available to them as these related to the theme within their playrooms. For example, the children wanted to show us their drawings of fireworks and told us about the exploding volcano they had made. Children explored the nature table and cellophane, learning how different materials felt. Children were supported to complete suitable tasks for themselves, which aided self-care skills, for example, they collected their own coats before going out to play, and they were able to successfully wash their hands independently due to the low level sinks.

2. Care and Development

Good

Summary

Practitioners are confident and familiar with their roles; they take pride in caring for the children well and have a friendly and warm approach. They manage interactions positively and develop children's learning through play effectively and meet their individual needs.

Our findings

Practitioners had a good understanding of their roles and responsibilities in keeping children safe and healthy. They had completed safeguarding training, and they had a thorough understanding of their responsibilities if they had concerns for a child's well-being. Any significant information regarding their child was shared with parents. Accidents and incidents were consistently recorded and signed by both practitioners and parents. Practitioners regularly practiced evacuation plans to ensure they would keep children safe in an emergency.

Practitioners were confidently able to meet the needs of children if they became unwell. Medication forms were completed and practitioners fully implemented the policy in relation to the administration of medication. Practitioners provided children with a variety of meals taken from a healthy menu, however breakfast and snacks were not varied. Practitioners ensured children had access to healthy drinks at all times to keep them hydrated. They kept areas clean and children's hands were washed before meal and snack times. They had access to the required resources when changing nappies to minimise the risk of spreading infections as recommended in current guidance by Public Health Wales. Dental hygiene was promoted as daily tooth brushing was encouraged. Practitioners supported children to spend time outdoors in the fresh air and physical activity was promoted as practitioners promoted healthy lifestyles.

Practitioners managed children's interactions successfully, helping the children to co-operate and learn social skills. They engaged well with small groups and individual children, playing with them and suggesting alternatives when children were waiting for the same toy such as sand buckets. They negotiated successfully and praised children often. Stickers were used as rewards for behaviours including, going to the toilet when they were being potty trained and for sharing toys. Practitioners were good role models, showing patience and respect.

Practitioners successfully planned to meet children's needs and provided them with play and learning experiences based on the principles of the foundation phase and flying start curriculums. The areas of learning offered children the opportunity to participate in interesting and stimulating activities, such as role-play, painting and exploring the activity tables relating to the theme. Practitioners reviewed the progress children had made and used their observations to plan the next steps of children's development.

3. Environment

Adequate

Summary

Leaders ensure the environment is safe and clean. The indoor and outdoor play spaces are child-centred and provide wide ranging opportunities for children to follow their own interests. Toys, resources and equipment are of good condition and quality but some improvements can be made.

Our findings

The environment was safe, secure and clean. Processes to admit visitors were robust and ensured there was no unauthorised access. Risk assessments ensured proper precautions were taken to prevent accidents, for example the lagging of pipes and accompanying children going upstairs. The supervision of children was suitable and enabled them take part fully in activities. The environment was well maintained in parts but some refurbishment was necessary, for example, the Flying Start room was out of use due to problems with the ceiling.

The environment was welcoming and provided a rich opportunity for play and learning. There was ample space for children to engage in a range of age appropriate activities to promote their development. The space comprised of three main areas, and leaders have diligently ensured children's experiences are meaningful, and each room is laid out to support and build on their independence. There were toilets which children could use independently and a well equipped kitchen where meals were prepared. Practitioners used well equipped nappy changing areas. Play areas were well organised and decorated with children's artwork attractively, giving the children a sense of belonging.

There were good quality, clean and age appropriate toys and equipment available for the children both indoors and outside. The toddlers and pre school children enjoyed a mix of man made and natural resources and enjoyed junk modelling. There were ample baby toys however there were few wooden toys or other natural materials for the babies. Storage was at a low level and clearly labelled, making resources within easy access for children.

4. Leadership and Management

Good

Summary

Leaders manage the service with commitment and secure good outcomes for children and their families. Leaders have evaluated the service appropriately and improvements made considering others' views. The practitioners are committed and dedicated and are qualified and experienced to care for children. Leaders have built positive partnerships with parents, neighbouring schools and the community to ensure children's experiences are enriched.

Our findings

Leaders had reviewed the statement of purpose and this was given to parents. Policies and procedures had been reviewed and leaders were confident these were a true reflection of how the service operated. Leaders considered the promotion of the Welsh language and basic Welsh words were used with all children and courses arranged for practitioners to continually improve this aspect of the care. Leaders had ensured that legal requirements were in place such as current public liability insurance. Leaders ensured there were relief practitioners employed to cover absences and a cook was employed, which ensured practitioners gave their time to caring for the children.

Leaders had reviewed the quality of care appropriately, and the feedback received from parents and children was positive. One child enthusiastically commented that they 'loved' the holiday club. The quality of care reported on how leaders had made improvements such as providing courses for practitioners. Ongoing reviews also had been completed such as monthly checks of the accident sheets to identify any patterns.

Files for practitioners contained all of the required information and checks such as those completed by the Disclosure and Barring Service were completed and this evidenced a robust recruitment was followed. Mandatory training was up to date with future training needs identified such as Makaton and Welsh language training. Leaders ensured practitioners held required qualifications, including managerial, child care and play and play work.

Relationships with parents were strong and there was a good exchange of relevant information when they dropped their children off and collected them. This enabled the practitioners to tailor their responses to the individual children and meet their needs, for example, understanding if they were tired and giving extra cuddles. Parents told us they are happy with the care offered and appreciate the homely feel of the nursery. Leaders use outside agencies to access courses and advice. Outings and visitors were used to enhance the experiences of the children, for example, visits to the local lifeboat station and visits from the dentist. The service has begun to develop an intergenerational project, with children being afforded the opportunity to visit local care homes. This enables the children to build and develop social skills.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made three recommendations for the leaders to consider:

- to visit the Welsh Government website and the Food and Nutrition for Childcare document and add a more nutritious variety of snacks;
- to obtain more wooden and natural materials for the baby room and
- to continue refurbishing the environment.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 30 October 2019 from 8.10 – 14.30. A second visit took place on 08 November 2019 from 9.00 – 11.00 to complete observations and feedback to the responsible individual.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, two parents and seven practitioners;
- inspected the areas used and
- reported our findings to the responsible individual and a manager of the company.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Nicola Evans
Person in charge	Ashleigh Greenwood Nicola Evans
Registered maximum number of places	104
Age range of children	4 months – 12 years
Opening hours	Monday to Friday 7.15am – 18.00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	11 October 2017
Dates of this inspection visit(s)	30 October 2019 and 08 November 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	No This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people / children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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