

Inspection of Happy House Preschool & Nursery

Spring Meadow, Leyland, Lancashire PR25 5LX

Inspection date: 11 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy in this welcoming, spacious and well-organised nursery. Staff greet families with smiles. Parents share information about their children so that staff are well informed for the day ahead. For children who are reluctant to come into nursery, staff use positive strategies of encouragement. Children start their day with a cuddle if they need it. The well-established key-person system shines through the setting with children feeling safe and secure.

Children's behaviour is encouraged by staff who are good role models. They give gentle reminders to younger children who are learning about manners. Older children are polite and respectful. Children have positive attitudes towards their learning. For example, they enjoy walking across a rope bridge, using their balancing skills, and persist until they reach the other side. They are praised by staff at every stage.

Children love playing outdoors. They use push-along toys to travel around the path, confidently climb the rope ladder, and show delight in going down the slide. They use magnifying glasses to explore and go on a minibeast hunt, and use their mathematical skills to count the eight snails they found. Children also help staff to sweep the path to make it safe to walk along.

What does the early years setting do well and what does it need to do better?

- The nursery manager is passionate and aims to provide the best experiences for children at the nursery. Supervision and appraisals support staff within their roles and training is identified to build their professional development. However, it is sometimes not clear what staff need to do to improve their teaching. For example, occasionally, some staff do not implement sufficiently challenging activities to extend children's learning. Therefore, this does not support them in providing the highest level of teaching that builds on what children already know and can do.
- Children have access to a vast selection of resources. The environments are spacious, and provide children with opportunities to develop their physical skills. For example, children enjoy using peg boards to create pictures using their matching skills. They use creative resources to make marks and enjoy connecting sensory tubes together. Consequently, children develop their hand muscles in preparation for learning to write when they are ready to do so.
- Parents speak highly of the nursery staff. They say they feel supported. Parents and staff feel that communication is good. Parents are aware of who cares for their children and the progress they are making in their development. Information boards, newsletters and the nursery app further support partnerships between home and nursery. This helps to provide a consistency of

care for children.

- Communication and language are supported well throughout the nursery. Children hold conversations with staff and each other. For example, when playing in the water they ask each other, 'Would you like to play with me?' and remind each other, 'Put your apron on'. Children enjoy the current theme of minibeasts. They enjoy looking at books and learning about new bugs. Staff introduce new words such as 'wiggly worms' and 'beetle'. Children point at the spaghetti swamp and say, 'I found worms'. Consequently, children develop their understanding of the world.
- Independence is supported well by staff. Children confidently navigate their way around the learning environments. They serve themselves breakfast and attempt to put on their own coats. Children are supported to be independent when going to the toilet and know to wash their hands. As a result, children are learning to manage their self-care.
- Children are encouraged to be healthy. They have ample opportunities to play outside. Snacks and meals provided by nursery include fruit and vegetables. Children bring packed lunches, and the nursery provides information to encourage parents to supply healthy options. Children can access their own drinking water throughout the day. Children are building a knowledge of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities for safeguarding children. They know who to contact should they have any concerns. Additionally, they know how to raise concerns regarding their peers. The manager has effective safer recruitment procedures in place to ensure that staff are suitable to work with children. Staff are deployed effectively. They hold paediatric first-aid certificates, and know how to deal with and document accidents. The premises are safe and secure. Staff carry out safety checks of the building, including fire equipment.

What does the setting need to do to improve?

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

- make the most of supervision, focusing more precisely on staff's teaching to support them in providing sufficiently challenging activities that build on what children already know and can do.

Setting details

Unique reference number	309328
Local authority	Lancashire
Inspection number	10234492
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	26
Number of children on roll	23
Name of registered person	McMahon MBE Bahons, Jennifer Anne
Registered person unique reference number	RP512196
Telephone number	01772 462 420
Date of previous inspection	7 December 2016

Information about this early years setting

Happy House Preschool & Nursery registered in 1992. It is situated in Spring Meadow Community Centre, Clayton-le-Woods, Leyland. The nursery employs three members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The manager holds early years teacher status. The nursery opens Monday to Friday, for 50 weeks of the year, from 8am until 5.30pm, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Martin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk of the nursery. They conducted a joint observation of practice.
- The inspector held meetings as appropriate with the manager. She spoke with staff and children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and read emails sent during the inspection to gather their views on the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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