

# Inspection of Happy Days Childrens Centre

Minsthorpe Community College, Minsthorpe Lane, South Elmsall, PONTEFRACT,  
West Yorkshire WF9 2UJ

---

Inspection date: 1 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily and ready to learn at this welcoming and friendly setting. They develop strong relationships with the caring staff and show that they feel safe and secure in their care. Children are confident and have fun as they become engaged in activities. They respond positively to staff's requests and instructions, for example when they are reminded to share and to be kind. Children quickly learn to recognise when the daily routines are about to happen. For example, they confidently choose their cushions or mats, ready to comfortably settle for music time.

Staff encourage children to develop a love of reading. Children are eager to guess what the story is about based on the title and cover of the book. Staff use effective questioning techniques which support children to predict what will happen next. Outside, older children enjoy the 'We're Going on a Bear Hunt' story and are delighted to go on a pretend 'bear hunt' in the outside area. They join in with familiar phrases and actions, and scream with excitement when they pretend to find the bear.

Partnerships with parents are strong. During COVID-19, the management team maintained contact with children and their families. Staff supported children's educational progress by providing activity ideas, recipes and online support to engage children.

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

- Children are encouraged to be independent with some tasks, such as pouring their own water and washing their hands. However, they do not always use their independence skills. This is because some staff will do simple tasks for children, such as wiping their noses and putting their coats on.
- Children are provided with opportunities to develop their early mathematical skills. They learn about volume and capacity as they become fascinated by a sand play activity. They enjoy filling and emptying the sand in different containers and become excited when they knock down the sandcastles.
- Children enjoy being outside in the fresh air. They develop good physical skills as they climb, jump and balance along the wooden planks and crates. Children develop good hand-to-eye coordination as they roll cars down pieces of guttering.
- Children learn about diversity and the wider world through discussions and activities that build their awareness of cultural events and celebrations during the year. Staff gather key words and phrases from families who speak English as an additional language, to aid communication.
- The committee provides strong governance for the staff team. It holds a good

oversight of the priorities for improvement and fulfils its strategic role very successfully. The committee places a strong priority on reducing staff workload and successfully promotes staff's well-being.

- Members of the management team successfully reflect on their practice and identify aspects of the service they aim to improve. Although a variety of strategies were introduced during the pandemic to communicate with parents, they identify and value the importance of face-to-face parents' workshops. The management team is currently planning how to resume this practice. This supports the wishes expressed by the parents.
- Managers and staff acknowledge the difficulties of the COVID-19 pandemic on accessing support needed from other professionals children are working with. However, the manager proactively engages with them in other ways, for example through phone calls and emails, to ensure continued targeted support is provided to those children.
- Members of the management team have a clear vision for the setting. They know what they expect of staff and what they want staff to teach children. Supervision processes are in place that support staff's ongoing development. The manager meets with staff to discuss their role, agree professional development targets and plan future training. However, targets set for staff do not always fully support them in raising the quality of their teaching to the highest level.
- Staff incorporate children's interests into activities. However, they do not always adapt their practice to focus on children's individual next steps in learning, to help children consistently achieve the best possible outcomes. For example, some staff are less aware of children who may not focus on activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to keep children safe from harm. They complete daily safety checks on all areas of the nursery to ensure the learning environment is free from hazards. Staff fully understand who they should report any concerns to and know how to report any issues regarding a concern about a colleague. Staff know the possible signs of abuse and what to do should they have any concerns about a child's welfare. This includes safeguarding issues, such as radicalisation and county lines. Robust procedures are in place to ensure that all adults are suitable to work with children.

## **What does the setting need to do to improve?**

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

- further develop children's independence skills by encouraging them to manage simple tasks for themselves

- make better use of staff supervision to support staff to develop the consistency of their teaching skills
- support staff to raise their interactions and engagement with children to a consistently high level so that they benefit more from quality play experiences.

## Setting details

<b>Unique reference number</b>	322066
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10131559
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	83
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Minsthorpe Charitable Trust
<b>Registered person unique reference number</b>	RP911119
<b>Telephone number</b>	01977 658766
<b>Date of previous inspection</b>	5 May 2016

## Information about this early years setting

Happy Days Childrens Centre registered in 2004 and is situated in Pontefract, West Yorkshire. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above, including one at level 7 and three at level 6. The nursery opens from Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Dent

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the management team and has taken that into account in her evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022