



Inspection Report

Happy Days Day Nursery Ltd

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



Date Inspection Completed

15/12/2023

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About Happy Days Day Nursery Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	North Wales Childcare Ltd
Registered places	104
Language of the service	English
Previous Care Inspectorate Wales inspection	30/10/2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

For further information on ratings, please see the end of this report

Summary

Many children make decisions and can choose what they play with. Children are settled, happy and enjoy spending time with their friends and the activities available to them. They interact well with each other and the staff, showing respect and consideration. Children have opportunities to develop their skills.

Staff are kind, caring and responsive to the children. They are good role models and have positive practices to ensure children are safe and healthy. Staff plan and provide children with suitable opportunities to develop and learn new skills. They listen to children and show respect. Realistic boundaries are set, and children are helped to understand simple rules. Staff create a calm atmosphere and a positive attitude with lots of smiles and plenty of praise.

The environment has sufficient space for children to play and learn. Areas are suitable for the ages of the children, however outdoors requires some refurbishment and children are restricted to the type of activities they can enjoy. Most resources indoors are easily accessible ensuring children have choice and can develop their play.

Leaders manage the service appropriately. However, many procedures are not formalised or have insufficient content and do not reflect the care provided. A self-evaluation is carried out, but the setting is not always aware of their strengths and areas for improvement. Positive partnerships are developed with parents who are kept informed about their child's experiences in the setting.

Children freely express themselves and their needs. They tell us about what they are doing, showing their new tops and shoes. They confidently approach staff for comfort, or to just talk to them, knowing staff will listen and respond to what they need. For example, a child was excited to tell staff about what was happening at home with an older sister. Children request items they cannot freely access. For example, a child asked for different colour of paint they wanted but could not find. Children can follow their interests and make plenty of choices and decide where and what they want to play with. They decide who to sit next to for lunch and snack.

Children are settled and enjoy attending. They show enjoyment when they arrive and meet their friends and staff. They play and focus for appropriate lengths of time on their chosen activity such as rolling hoops. Children form positive relationships with staff and other children, helping them to feel content. They are familiar with the environment and know the routines, helping them to gain a sense of belonging. For example, they knew to line up before going outside and wash hands before lunch.

Children interact well. They show care and understanding towards others. Older children wait patiently for friends to come out of school, and they remind younger ones where to stop to cross the road. They are engaged in activities and show enjoyment as they laugh and chat together when making up games. Children happily share their experiences with us and say they enjoy attending and seeing their friends and really like activities such as craft and playing outside.

Children learn to share and take turns. They accept when children want to join in their games and give each other help when they need it. Children are interested and proud of what they are doing and share this with their friends. They explain well and are happy to listen to the ideas and suggestions of others. Children have formed positive relationships with staff and friendships with other children.

Children have opportunities to be independent. They can access their belongings to collect items or put things away to take home. Children freely choose and can access the resources and play activities available which they do with confidence. They develop a range of skills through their play. They are becoming independent for example children knew when it was time for their tea and washed their hands in readiness. Older children can access toilet facilities which means they use them independently, including washing their hands.

Care and Development

Good

Relevant policies and procedures are in place and implemented well to keep children safe and healthy. Staff have attended training such as Paediatric First Aid and safeguarding. They are aware of the importance of providing a healthy diet and ensure they provide food that the children like to eat. Staff undertake fire drills to ensure everyone knows what to do in an emergency. Opportunities are planned for children to be active outside; however due to the layout of the nursery children cannot freely access the outdoors and have to wait to all be taken outside together. Accidents and incidents are recorded appropriately and brought to parents' attention. Good hygiene practices are in place including cleaning tables and washing hands at appropriate times.

Staff give responsive care; they listen to children and show respect. They interact well with the children and show warmth as they get involved in their play. Realistic boundaries are set, and children are helped to understand simple rules. For example, a child was getting upset when asked to give someone else a turn. Staff explained about sharing and how they could have another go later. Staff create a calm atmosphere and a positive attitude with lots of smiles and plenty of praise, such as, when helping to tidy up. This enables the children to feel good about themselves, increasing their self-esteem and helping them feel valued. Staff support and encourage children to interact positively with each other. They are good role models and are regularly invited to join in the children's activities. Staff make times such as snack and lunch into a sociable experience, sitting at the tables and chatting with the children.

Staff know children well. They understand their individual needs relating to their health and development. Most planning is appropriate and suitable for the ages and stages of development of the children. Next steps are considered for the younger children and progress is tracked so their needs were known and could be shared with parents. Staff implement and organise some opportunities for children to develop their independence and most resources are stored at a suitable height for children so they can independently develop their play.

Leaders ensure the premises are safe, mostly well maintained and meet the needs of the children appropriately. The main door and side entrance are kept locked and visitors are recorded. Staff supervise the children well. Risk assessments are carried out and those for transporting children in vehicles and on foot were formalised during the inspection visits.

The indoor environment is suitable for children. Staff provide toys and equipment, which they set out appropriately in the rooms. There is plenty of space for children to play in the areas for learning. Staff ensure the environment is welcoming to children as it is light and well organised. The outdoor space has some appropriate resources; however, some were not clean and were insufficient to inspire and capture the interests of the children. Although they make sure equipment is safe, and there are plans to develop outdoors, parts of the outside such as the baby garden need a complete refurbishment before children can use the area. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff themselves introduce opportunities for children to play games with hoops and enjoy outdoor play.

There are a variety of materials indoors including, plastic and natural objects, which give the children opportunity to work with different textures and surfaces. The layout of the environment promotes children's independence. The space is organised so children can freely explore and make their own choices about what they want to play with. This includes small world for imaginative play, craft, physical play, and areas to relax. A few activities are set out ready and toys and equipment are easily reached by the children themselves from the low-level storage. This provides good opportunities for children to develop a range of skills independently. Children at the after-school club have use of rooms they are familiar with on the top floor with resources they can access independently and enjoy being together after school.

Leaders generally manage their service appropriately. The statement of purpose is satisfactory and provides parents with the required information for them to make an informed decision about the care their child receives. Although some documentation and procedures have been reviewed and updated, many, such as the outings and transport details were not formalised. They did not reflect current practice and as a result staff may be unsure what to do. These were rectified during the inspection. Both children's and staff attendance has now been re organised to make it clearer who is caring for the children in each of the rooms.

Although leaders carry out self-evaluation they are not fully aware of the strengths and areas that need to be improved. This is because they do not have time to carry out a quality review or evaluation of the service. There is a team of staff, many of whom have worked in the setting for several years and they work well together. Leaders ensure staff are suitably qualified and experienced to care for children. Staff files were in the process of being updated. Leaders are not always able to ensure regular opportunities for formal supervision and appraisals as they are busy carrying out other duties such as school runs and cooking. This also means that although staff ratios were just met on the inspection days, generally staff are stretched covering the rooms. It is the intention of the responsible individual to employ more staff. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Parents are informed about their child's day and how they have enjoyed their time in the setting. Registration forms are completed and during the inspection these were updated to reflect children's changing needs. This means staff can provide appropriate care and ensure the needs of the children continue to be met. Positive partnerships are developed with parents. We heard staff talking to parents when they came to collect their children giving details about the children's day. Social media is used well to share experiences and information. Children visit local areas of interest to have fun and learn more about the world around them.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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16	The registered person must make suitable arrangements to establish and maintain a system for monitoring, reviewing and improving the quality of care given to children.	New
25	The Responsible Individual must ensure all areas used by the children are free from hazards.	New

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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.

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