

Inspection of Chilton Happytimes Daycare

Chilton Primary School, Chilton, FERRYHILL, County Durham DL17 0PT

Inspection date: 8 April 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly as they arrive at the nursery and display a firm sense of belonging. Staff pride themselves in providing a high level of support and attention for children in their care, which helps children to thrive. Children are safe and secure. They have the freedom to explore in their play. This helps them to build confidence in their new skills and learning. Staff role model the behaviours and attitudes they expect. This helps children to develop high levels of resilience and understand how to manage their own emotions. Children are kind and caring. They begin to understand and recognise the differences and similarities in themselves and others.

Children are excited learners. They benefit greatly from the wealth of activities and resources available. Children eagerly participate in planned activities and in the wide range of resources staff provide for them. They have free access to a rich learning environment outdoors. Older children are very independent. Staff support babies to help them to quickly develop these skills. For instance, children confidently access their coats and support their peers to understand why they need their coats.

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

- Children are happy, settled and confident in the nursery. They arrive at nursery eager to start their day. Staff establish very good relationships with children, which supports children's emotional health and well-being.
- Partnerships with parents are a real strength of the nursery. Staff ensure that parents are kept informed about every aspect of their children's care and education. They share information verbally and through an online app, including providing advice on how to support their children's progress at home.
- Parents' comments are extremely positive about the nursery. They comment that staff are committed to their work and 'put their heart and soul into every child who walks through the doors.'
- Staff give the highest priority to supporting children's communication and language. They provide an environment that is rich in varied language. Staff support the youngest children to vocalise sounds and copy words. Older children are confident talkers, who are able to express their feelings and emotions.
- The well-established staff team works effectively together to ensure that they support each other in responding to children's needs. The manager provides staff with regular supervision sessions and checks on their well-being. Staff access training on a range of teaching styles and strategies. However, they have not yet embedded this into practice, to raise their teaching to a higher level.
- Children's behaviour within the nursery is very good. Children know and understand what is expected of them and respond to the gentle reminders from

staff. Staff provide positive role models of respect so children develop a positive understanding of themselves and their peers.

- Children are resilient and make good progress. Staff provide opportunities for children to extend and consolidate their learning across most areas. For instance, they repeat activities, such as making dough, to develop children's confidence and self-esteem. Children are proud that they are able to complete the task and remember the details. However, at times, staff do not consistently plan opportunities to extend older children's understanding of mathematical concepts.
- Staff closely observe and sensitively interact with children. This helps them to identify children's next stages of development and act on any concerns about their development. Staff design individual programmes for children with special educational needs and/or disabilities, which are subject to regular review. The special educational needs coordinator accurately measures children's progress. She makes well-informed referrals for specialist advice and support. This means that children receive coordinated help that prepares them well for their future education.
- Staff support children's physical development well. Young babies have the space to practise and master their mobility. Staff encourage older children to balance on low-level balance beams and praise them when they succeed. Children develop their fine motor skills. For example, staff show children how to roll dough into different shapes. Children dance and move as they participate in group songs linked to large movement. Children are eager to participate.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on the knowledge gained from professional development to help to raise the standards of teaching to the highest level
- plan more effectively for the most-able children to help them to make the very best possible progress in their mathematical development.

Setting details

Unique reference number	EY391259
Local authority	Durham
Inspection number	10335085
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	32
Number of children on roll	34
Name of registered person	Brandon Happytimes Daycare Limited
Registered person unique reference number	RP526250
Telephone number	01388722771
Date of previous inspection	5 June 2018

Information about this early years setting

Chilton Happytimes Daycare registered in 2009 and is located in Durham. The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens all year round, from 8am until 5pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk and discussed how the curriculum and nursery are organised.
- Parents shared their views of the nursery with the inspector.
- Children and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.
- The manager completed a joint observation with the inspector to evaluate the quality of education.
- The inspector observed the quality of education and assessed the impact on children's learning.
- The inspector reviewed a sample of relevant documents, including suitability checks, policies, procedures and other records regarding health and safety.

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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