

Inspection of Happy Days Day Nursery Falmouth

Jubilee Road, Falmouth, Cornwall TR11 2BB

Inspection date: 9 July 2025

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 build strong attachments with staff in this caring nursery. Staff focus on getting to know children and their families when children start. They put in place bespoke settling-in plans unique to the needs of each child. New babies come in and have one-to-one quiet time with their key person where they read and cuddle up to staff. They quickly settle and build their confidence to explore the nursery. Children are highly confident and motivated learners. Staff adapt activities and introduce challenge to their play. For example, they encourage toddlers to walk across low beams and stop to balance on one leg once they are confident. They ask pre-school children to try and walk with a bean bag on their head across the beam. Children show perseverance and resilience, trying over and over again until they succeed. Staff offer prompts to support children and praise them for their efforts.

Leaders and staff deliver an ambitious curriculum. They focus on securing children's communication and language and positive social skills. Staff model and teach children how to share and take turns. Toddlers and pre-school children kick balls outside with staff. Staff narrate as they play such as saying 'I am passing to you and you can pass back to me'. Children do this and continue to take turns when the member of staff leaves them.

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

- Staff make regular observations of children and identify gaps in their learning and development. They work closely with parents and experts to put relevant and timely interventions in place. Children with special education needs and/or disabilities make swift progress from their starting points. Funding is used effectively to secure positive outcomes and progress for disadvantaged children.
- Children build a positive sense of self and community. They benefit from regular visits into the wider environment. For instance, they join local events such as Falmouth Carnival and Falmouth Week. They learn about their own cultures and the cultures around them. They build a respect for the similarities and differences of others. This prepares them well for life in modern Britain.
- Staff support children's behaviour. They work with children to create 'golden rules'. Children are offered gentle reminders through the day such as 'remember your walking feet'. Children follow the rules of the setting. They listen to staff and respond positively when staff explain the expected behaviours.
- Children are confident communicators. Staff support children's speech and language development well. They constantly chat to children and ensure that quieter children are given the opportunity to communicate and join in conversations. They teach toddlers ambitious words such as 'seasoning' and children use this in their play. For instance, children make 'pizza' with play

dough. They sprinkle soil and tell adults 'it is the seasoning'. Babies learn to share their thoughts and needs through signing and simple words. Pre-school children are asked thoughtful questions that require them to problem solve and explain their thinking.

- Leaders support staff's professional development and well-being. For instance, they facilitate staff to progress to senior roles within the nursery. They focus on ensuring that all staff have the knowledge and skills for the children they work with. For example, all staff in the baby room receive 'sing and sign' and sign language training so everyone can consistently use this with children throughout the day and during planned activities. The quality of staff's interactions with children is constantly improving and consistently good across the nursery.
- Partnerships with parents are strong. Staff provide regular updates about children's learning and development. Parents feel well informed about how they can progress their children at home. Staff support parents to know the important skills children need before starting school. For example, they provide a four month school readiness programme. Parents receive weekly activities to do with their children to prepare them for school life. Parents feel this gives children a 'head start' and the transition to school is 'highly positive' for their children.
- Overall, children are independent learners. For example, they confidently choose which activities they want to do and move around the rooms with confidence. However, the organisation of mealtimes in the pre-school room does not fully promote all children's self-care skills. On these occasions, some children pour their own drinks and get their own cups, plates and cutlery and other children wait for staff to instruct them. Some children are engaged in purposeful activities and others are not.

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:

- develop the organisation of pre-school mealtimes further, so all children build their self-care skills and remain focused on purposeful tasks.

Setting details

Unique reference number	EY277662
Local authority	Cornwall
Inspection number	10398867
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	0 to 4
Total number of places	77
Number of children on roll	136
Name of registered person	Happy Days Day Nurseries Limited
Registered person unique reference number	RP900845
Telephone number	01326 314 735
Date of previous inspection	13 November 2019

Information about this early years setting

Happy Days Day Nursery opened in 2004 and operates in Falmouth, Cornwall. The nursery is open Monday to Fridays, from 8am to 6pm for 51 weeks of the year. The provider employs 25 members of staff. Of whom, two members of staff hold an appropriate early years qualifications at level 6. Of the remaining staff, 14 hold a relevant qualification at level 3, one at level 2 and eight are unqualified. The nursery is in receipt of funding for children, including disadvantaged children.

Information about this inspection

Inspector

Rebecca Martin

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing in the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and lead members of the Happy Days company team about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of an activity in the baby room.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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