

Inspection of Happy Days Kindergarten

251 St Johns Church, Eden Park Avenue, BECKENHAM, Kent BR3 3JN

Inspection date: 18 June 2024

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

Staff morale at Happy Days Kindergarten is high. This creates a happy and safe environment for all children. Staff's curriculum puts an emphasis on developing a rich vocabulary for children. They encourage children to listen and follow instructions well. Staff are quick and effective in providing additional support to children when needed. Staff organise various extra-curricular activities to enhance children's learning. One of these activities encourages children to experiment with physical movements, such as running and jumping, to support their growth and development. Children also enjoy the use of signing, singing nursery songs and dancing to music. The curriculum includes numerous first-hand experiences for children, especially those who are disadvantaged. For example, a recent trip to the theatre helped children to develop their cultural awareness.

Staff build strong relationships with children. This supports children's emotional well-being effectively. Staff teach children to play harmoniously. Children learn that 'sharing is caring'. They show social confidence and express their enjoyment of various activities in the setting. For example, children say they 'enjoy playing with my friends' and others 'love making cakes' in the mud kitchen. Children are motivated to play and show positive attitudes towards their learning.

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

- The management team is dedicated to fostering a homely and inclusive environment with a strong sense of community. They are highly supportive of their staff, which contributes to their continuous success in providing high-quality care and education to children.
- Staff talk positively about their workload and say they receive good levels of supervision. This includes staff who are new to the setting and those who want to pursue higher qualifications. Some staff have completed training that has enhanced their knowledge of how to recognise indicators that a child may need additional support. This helps them to meet children's needs even more effectively.
- Staff have high expectations for all children. They observe and assess children's learning regularly and use this information to design a curriculum that highly features communication and language skills. This helps children, including those who have limited English, to make good progress in their speaking. However, during some activities, staff do not encourage children to demonstrate what they already know and can do. This hinders staff's ability to respond and adapt their teaching as necessary.
- The management team keeps detailed records of children's learning, including attendance records. This helps them to monitor any concerns and to act promptly to safeguard children's welfare.

- The management team works with staff and other professionals, such as their early years adviser, to evaluate the setting rigorously. Since the last inspection, they have made several changes to the setting to improve outcomes for children. For instance, staff reviewed the indoor environment to enable children to use the resources and equipment more independently. Children become curious and exploratory learners. The management team is currently reviewing the outside curriculum to further enhance children's understanding of the world.
- Children have the freedom to move and explore all areas of the setting. This enables them to make decisions based on their interests and preferences. On some occasions, staff interrupt children's play unnecessarily. They do not always give children sufficient time to become fully absorbed in their chosen activities, which affects their play and enjoyment.
- Staff are positive role models to children and they help them to behave well. They are extremely welcoming, kind and approachable. For instance, staff greet children and their families warmly when they arrive in the setting. This affectionate approach not only helps children to settle in quickly but also fosters a sense of belonging and security within the setting.
- Parents, grandparents and childminders speak highly of the service they receive. They praise the continuous communication about children's activities and progress. Parents highlight staff's caring and nurturing nature, which has a positive effect on children's emotional well-being.

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:

- encourage all staff to check children's understanding during activities to consolidate their learning
- review the organisation of some parts of the daily routine to support children's full enjoyment during play.

Setting details

Unique reference number	EY431975
Local authority	Bromley
Inspection number	10351596
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	2 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Cannon, Jane Lillian Louise
Registered person unique reference number	RP905691
Telephone number	07765903747
Date of previous inspection	28 September 2018

Information about this early years setting

Happy Days Kindergarten opened in 2003 and re-registered in 2011. It is located in the London Borough of Bromley. The setting is open each weekday from 9.10am to 3pm, during term time only. It also offers before- and after-school care and a holiday playscheme. There are 12 members of staff. Six hold relevant early years qualifications at level 1 or above. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 manager and has taken that into account in their evaluation of the setting.
- Parents, grandparents and childminders spoke with the inspector at convenient times during the inspection, and their views were taken into account.
- The manager and the inspector completed a learning walk and discussed how the curriculum and setting are organised. They completed a joint observation to evaluate the quality of education.
- The inspector held discussions with the management team. She reviewed a sample of relevant documents, including staff suitability and training records.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning. She spoke with staff and interacted with children at appropriate times during the inspection.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024