

Inspection of Happy Days Day Nursery

204 Wythenshawe Road, Manchester M23 0PH

Inspection date:

22 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to take effective action to address all of the breaches of requirements identified at the last inspection. This does not ensure the safety of children in the nursery. Since the last inspection, the provider has put training in place to help staff assess risks in the environment, such as broken toys. However, the provider does not ensure that staff understand and follow some of the setting's policies and procedures. This leads to inconsistent practice and compromises children's safety. For example, staff do not always follow safer sleep guidelines and assess risks when putting babies to sleep. The provider does not ensure that new children settling into the setting are supported by staff who know them best. New children are often upset and distressed as staff are unsure about how to fully meet their individual needs. This compromises children's emotional well-being.

The quality of education remains variable. The provider does not ensure that all staff have the knowledge and skills to implement an ambitious and well-sequenced curriculum that promotes challenge and engagement for children. Although some staff know children's next steps in learning, they do not implement these into play or activities. For example, younger children often wander around and do not access purposeful learning to build succinctly on what they know and can do. Additionally, at times, younger children are placed with older children with no focus in their learning. Children are not making good progress in their learning. Furthermore, staff do not consistently support children to understand the behaviour that is expected of them. This often leads to a disorganised environment.

Staff are positive towards children. They encourage them to use manners, and offer positive praise to recognise children's achievements. Children respond with 'high fives' to recognise their goals. This motivates children to develop a 'can-do' attitude. Children have daily opportunities to play outdoors. They show good balance as they walk across the beams, throw balls into the basket and jump across stepping stones. This helps children to develop their core strength and coordination skills.

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

- The provider has implemented risk assessments for indoor and outdoor areas. These highlight any maintenance issues, which are quickly resolved by the management team. However, the provider has not taken reasonable steps to make sure that staff follow the setting policies, identify wider risks and remove them to keep children safe. For example, babies are not checked for strangulation hazards, such as necklaces, before they sleep. This puts children at risk of harm.
- The provider does not ensure that children's individual needs are consistently

met, particularly regarding their emotional well-being. Although staff are now deployed across learning areas and sit with children at mealtimes to promote safety, they do not always provide timely emotional support for children. For example, babies are left waiting with staff for high chairs to become available so they can eat their lunch. In addition, children who wake up upset from their sleep are ignored, while staff prioritise tasks, such as tidying up. This lack of responsive care is distressing for new or unsettled children and does not support them to make secure attachments.

- The provider does not make sure that staff understand how to consistently support children's behaviour in an effective way. When children display unwanted behaviour, staff are unsure of how to appropriately manage this. For example, when children tell staff about other children's behaviours towards them, this is not dealt with and is sometimes ignored. In addition, when children struggle with sharing, they are told 'no' and moved on in their play. Staff do not consistently explain to children how their behaviours may impact others. This does not help children to understand their actions and determine what is right and wrong.
- The curriculum is poorly implemented. Staff plan learning experiences for children and can explain how the planned activity will build on children's next steps in learning. However, they do not implement this effectively. This means the curriculum lacks challenge for some children. At times, children disengage from their learning and wander off on their own. Children are not supported to make consistently good levels of progress.
- The curriculum is not sequenced well enough to meet children's individual needs. Staff do not have a secure understanding of how young children learn. For example, they provide children with activities to trace the letters of their name before they can hold a pen correctly or form certain lines and shapes in their mark-making skills. When children show they need help, staff use their hands to place on top of the child's hands to form the letters. This does not help to prepare children for their next stage in learning.
- Staff support children to develop healthy lifestyles. For example, children are encouraged to wipe their own noses and wash their hands. In addition, children have opportunities to brush their teeth after mealtimes. This supports children to develop good oral health and healthy habits.
- The provider collaborates with external agencies and parents to support children with special educational needs and/or disabilities. Staff plan tailored interventions to meet their individual needs and targets. This helps to close gaps in children's learning.
- Staff develop partnerships with parents and carers. They share photos and information with parents and carers about what children have been doing. This keeps them informed about their child's day.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's

interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that staff identify and minimise hazards to children to support their safety and well-being; with particular regard to safer sleep	13/10/2025
ensure staffing arrangements meet the needs of all children, so that their emotional well-being is always supported	13/10/2025
improve staff knowledge and skills in managing behaviour, with a focus on promoting consistent, positive approaches.	13/10/2025

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
plan and implement an ambitious and well-sequenced curriculum that builds succinctly on what children already know and can do.	13/10/2025

Setting details

Unique reference number	EY544749
Local authority	Manchester
Inspection number	10415581
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	45
Number of children on roll	29
Name of registered person	Community-Minded Ltd
Registered person unique reference number	RP531676
Telephone number	01613127827
Date of previous inspection	14 May 2025

Information about this early years setting

Happy Days Day Nursery registered in 2017 and is located in Wythenshawe, Manchester. The nursery employs 13 members of staff. Of these, one holds an appropriate early years qualification at level 6, one at level 4, three at level 3 and two at level 2. The nursery opens from 8am to 5.30pm, Monday to Friday, all year round. The nursery provides government funded places.

Information about this inspection

Inspector

Danielle McEwan

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and grandparents shared their views of the setting 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.

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