

Happy Days Nursery

680 Tyburn Road, Erdington, BIRMINGHAM, B24 9RP

Inspection date

09/05/2013

Previous inspection date

13/10/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop their imagination and early communication skills as they look at books, take part in role-play activities and sing songs accompanied by musical instruments.
- Some effective procedures are in place to support children who move playrooms in the setting and to school, which helps them to feel secure and settled in their new environment.
- Staff make effective use of toys, equipment and furniture to support and promote children's learning and independence both inside and outside in the garden. This allows children to make decisions about their play and learning.

It is not yet good because

- Staff do not use information gathered from observations and assessments well enough to plan a suitable range of interesting activities, which are appropriate for some children.
- Staff do not make the most of routines to help support children to learn more about numbers and solving problems, which involve addition and subtraction.
- The process of self-evaluation is not yet fully robust to help identify all areas which require further development to promote continuous improvement in the nursery.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector looked at children's assessment records, planning documentation, evidence of staffs' suitability, and a range of policies and record keeping procedures.
- The inspector took into account the views of parents through discussion.

Inspector

Kashma Patel

Full Report

Information about the setting

Happy Days Nursery was re-opened in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted office building in the Erdington area of Birmingham. The nursery serves the local area and is accessible to all children. It operates from three main playrooms on the ground and first floor. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 59 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, of whom two staff are working towards the Early Years Professional Status. Two staff have a qualification at level 2 and one staff member is working towards a level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- extend procedures to observe and assess children to understand better their precise level of achievement, interests and learning styles. Use this information to plan a wide range of learning experiences for each child to ensure their next steps in learning are achieved.

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

- provide more opportunities for children to learn about numbers and solve simple problems, which involve addition and subtraction. For example, during activities and in routines
- extend and target self-evaluation more accurately so that it effectively highlights all areas for further development to help support both children and staff.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and enjoy attending the setting. Staff set out a wide range of toys and equipment and plan an adequate range of activities which help children make suitable progress in their learning. This also helps children gain a satisfactory range of skills in readiness for school. Language and communication skills develop as children listen to stories and sing songs. They make loud and quiet sounds with musical instruments, which support their listening skills as they try to sing and play the instruments at the same time. Children make decisions about their play, for example, they are able to access the covered area in the garden, which protects children from the rain and also enables them to continue their play outside.

Children develop their imagination and emotional development as they take part in role-play activities and messy play. For example, younger children show excitement as staff blow bubbles. They stretch their arms and legs to reach the bubbles, which provide them with great fun. Staff support their learning through satisfactory teaching, as they talk about the different colours and size of bubbles which supports their creativity and awareness of size. Older children learn about numbers, shapes and colours as they play with range of equipment, such as construction toys and peg boards. Some children have opportunities to count at snack time, but this practice is not consistent throughout the rooms. Furthermore, staff miss opportunities to further extend children's awareness of numbers and problem solving through daily routines and free play sessions. Children have free access to a range of resources to help develop their skills in writing. They use pencils, crayons and paints, which supports early skills in making marks.

Staff carry out observations and assess children's learning, however, this lacks sufficient detail. The information gained is not used consistently to plan for the next stage in children's learning. Some staff make observational notes which tend to describe children's participation and enjoyment of activities rather than focusing on an accurate assessment of children's skills and knowledge. This means that the planning of some activities is not always matched, in order to shape future learning experiences for individual children. Staff ensure parents are able to take part in their children's learning. For example, they send 'chatter bags' home, which have different activities for children to complete at home, so as to extend their learning between home and the setting. There are generally suitable procedures to support children who have English as an additional language, staff collect information on some words spoken at home and have learnt, for example, a few Chinese words to support children. Staff spend time with children with special educational needs to ensure they make expected progress, with the support of other professionals and parents.

The contribution of the early years provision to the well-being of children

Children feel secure and are at ease with the staff because of suitable settling-in procedures. For example, staff complete 'all about me' forms with parents to help gather information on children's individual needs. Staff use this information to help children settle

and feel comfortable. In addition to this, children are able to choose their own key person, which further supports them to make appropriate relationships with staff.

A suitable range of freshly prepared meals and snacks, such as fresh fruit contribute to a healthy lifestyle and meet children's individual and cultural dietary needs. Appropriate self-help skills develop as children learn to feed themselves and attend to their self-care needs. Older children put on their coats and shoes, which helps prepare them for their next stage in learning. Further procedures to support children's transition to other settings include looking at photographs of the school and visits from teachers. This helps children become familiar with their new setting and also the teachers who will be caring for them.

Children learn to be safe through outings in the community. For example, they learn about road safety as they walk to the local pet shop. They know that only staff are able to open the nursery front door and they must not run off outside, which helps children to take responsibility for their own safety. Children behave well due to staff's consistent praise and encouragement. They receive stickers for positive behaviour, which supports their confidence and self-esteem. As a result, children learn to consider each other as they share and take turns during activities. For example, they know that only two children are allowed in the sand play and wait patiently for their turn. Children have access to a wide range of toys, equipment and furniture, which promotes their learning and also enables them to be fully included. For example, the smaller sized baby chairs with a table allows younger children to join in with activities at a low level, which is safe for them.

The effectiveness of the leadership and management of the early years provision

Children's welfare is protected because staff have a suitable understanding of safeguarding procedures and regularly attend training to update their knowledge. A detailed policy is displayed to ensure staff are aware of their responsibilities and the procedures to follow should they have any concerns about children's welfare. In addition to this, both the registered person and the manager have completed training as a designated senior person for safeguarding children, which further promotes children's welfare. Suitable recruitment and vetting procedures ensure all staff employed are suitable to work with children and this includes a Disclosure and Barring Service Check for all staff. Appropriate systems are in place to keep children safe from persons who may not be vetted. For example, all visitors are required to sign into the visitor's book and staff check their identity, which further safeguards children. Risk assessments, daily checks and CCTV further promote children's safety and help to minimise potential hazards, so they are able to play in a safe and secure environment.

The nursery is suitably led by the registered person and the manager, who are both keen to promote continual development. The nursery evaluates the provision for the educational programme through regular staff meetings and has support from the local authority. However, systems are not fully robust, especially with regard to how the setting monitors the planning, observation and assessment processes. The registered person has identified areas for further training for staff with regard to observation, but this is in the

early stages. The process of self-evaluation does not fully identify all areas which require further development to promote good continuous improvement, however, the setting collects both parents and children's views through discussions and questionnaires. For example, parents request for artificial grass in the garden has been addressed and as a result, younger children are able to explore their environment safely.

Staff have positive relationships with parents and share both verbal and written information about their child's routines and the activities they participate in. Staff ensure that newsletters provide information about future events and topics, which enables parents to be involved in their children's learning. There is effective communication with other providers, such as childminders, who also care for the children. Partnerships with other professionals are established. For example, with, family support workers, area special educational needs coordinator, speech and language therapist to assess and ensure all children make progress. This provides children with consistency in their care and learning. Discussions with parents show that they are happy with the nursery; they feel staff are friendly, approachable and they have good relationships with the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY355881
Local authority	Birmingham
Inspection number	911343
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	59
Name of provider	Happy Days Nursery Ltd
Date of previous inspection	13/10/2008
Telephone number	07894986452

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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