

Happy Days Nursery

Happy Days Childrens Nursery School, 407 Hagley Road West, BIRMINGHAM, B32 2AD

Inspection date	25/07/2013
Previous inspection date	25/11/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn, and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children.
- The manager has excellent understanding and experience of child protection. Staff are exceptionally well trained in ensuring children are safe while on the premises and on outings. Children are developing an excellent understanding of how to manage risks to keep themselves and others safe during their activities and when away from the premises. This means children are extremely well safeguarded.
- Partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress, and transitions in and out of the setting are exceptionally well organised to promote continuity of care and learning.
- The excellent leadership of the nursery means all staff have excellent opportunities to further their professional development and all children receive high quality learning experiences. Sharply focused self-evaluation includes the views of all staff, parents and children. This means areas for improvement are identified and acted on.

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 in the four main playrooms and the outdoor learning environment, including a joint observation with the manager of the nursery.
- The inspector talked to children and staff, and also held a meeting with the manager of the nursery.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector gained the views of parents and other professionals from a recent questionnaire the nursery conducted.

Inspector

Patricia Dawes

Full Report

Information about the setting

Happy Days Nursery was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large house in the Quinton area of Birmingham, West Midlands. It is one of three nurseries managed by a limited company. The nursery serves the local and surrounding areas and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 6. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 86 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the use of non-verbal communication to further promote children's learning and development so that they continue to achieve to the highest level.

Inspection judgements

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

Staff have an excellent understanding of how children learn and develop. They provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. Staff communicate exceptionally well with parents at the start to gain as much information as they can to plan for children's individual interests. Staff are highly skilled at adjusting activities to ensure that every child receives a balanced and suitable learning experience. Staff know their key children extremely well. They record their achievements across the seven areas of learning, which gives them a clear summary of each child's progress. The progress check at age two is fully implemented and is used very well by staff to assess children's development and act on any areas if there are concerns. Parents can see a copy of their child's planning sheet and the learning goals and objectives of activities which are displayed in every room. They are actively invited to share information about their child's learning interests at home and contribute to their

learning journal.

High priority is given by staff to developing children's communication and language skills. However, staff have yet to fully apply the ideas and methods from recent training to ensure that all children are able to communicate effectively either through speech or gesture. Equality of opportunity is a real strength and all children are welcome in the nursery. Children who speak English as an additional language are extremely well supported through the nursery's effective use of visual aids in their home language and the additional support given to staff by parents. Children with special educational needs and/or disabilities are fully included in the nursery. Utmost priority is given by staff and children to ensure they are able to access all resources and take an active role in activities. Positive images are displayed around the setting and major celebrations from a variety of faiths and cultures are celebrated.

Every room in the nursery is a hive of activity as children enthusiastically make independent choices within their play. Fun and laughter are an integral part of the day, and sounds of extremely happy and contented children fill the building. Staff in all rooms are always nearby to offer support and they are proficient in the way that they extend activities to enhance learning or leave children to develop their play experiences for themselves. Babies especially enjoy exploring and investigating as they eagerly hunt for toys in the sand trays, explore the texture and feel of paint or the varied contents of the treasure baskets or find out what happens as they push buttons and turn knobs on electronic toys, showing great excitement at the result. They are encouraged to use their newly acquired skills of crawling or walking to navigate slopes and steps or make music on a selection of lids and metal boxes. Children take great pleasure watching their own reflection in mirrors as they dance and bounce energetically or copy the actions of staff during a music and movement activity. Older children are eager and enthusiastic to be involved in a 'treasure hunt'. They draw their own maps, marking the spot where their treasure is buried, and then go off digging for their lost treasure. Early mark making is promoted through a variety of media, such as pushing paint around the table to experience the texture or drawing on the floor using chunky chalks. The learning opportunities for outdoor play are fully optimised in the newly designed and extended space to give children rich opportunities to explore and investigate the natural world. All of this ensures that all children make outstanding progress in line with their starting points and individual abilities. Therefore, they are exceptionally well prepared for school.

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

Children settle very well into the nursery, which is bright, spacious and invitingly decorated so that they and their parents feel welcomed. The settling-in period is extremely well organised and transition between rooms is exceptionally well managed. Parents meet with both old and new key person, to discuss their child's achievements and next steps in their development and learning. Staff take time to get to know children and their parents, sharing important information about their children's individual needs. Staff observe children in their new environment and individual routines are displayed in the baby room. Staff ensure that these are carried out until children naturally settle into the nursery routine, aiding their transition. Positive engagement by the key person and

spontaneous praise and encouragement from staff throughout the day help to develop children's confidence so they feel secure and try out new things. Staff are fully aware of the importance of the three prime areas in developing children's confidence so they can make their own play choices and initiate their own learning. Younger children freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the wide range of interesting resources.

Children's behaviour is exemplary. They know how to move through the nursery and take responsibility for their own behaviour. Older children are very sociable and independently and confidently engage with staff and their peers. Staff patiently but firmly remind some children when they become a little over-excited or challenging. Throughout the nursery children are supported in their social skills so they learn how to play together, share toys and take turns. Children are exceptionally well prepared for school and the next steps in their learning because they have opportunities to become independent and do things for themselves; for example, as they learn to express their feelings, use good manners and make decisions about their day. Staff work cohesively with local schools and other provisions that children attend. They are proactive to share information, and staff take children to visit the school they will be moving to. This ensures that the transition from nursery to school is a positive experience.

Children are effectively supported to develop an excellent understanding of how to keep safe and healthy. For example, more-able children manage their own self-care skills as they independently access the toilet and wash their hands, and staff give full consideration to young children's routines for nappy changing. Healthy eating has a high focus at this nursery where children enjoy a very nutritious and varied menu and daily healthy snacks. They all have access to their individual water bottles and cups throughout the day. They show high levels of self-control and confidence at lunchtime as they are encouraged to serve themselves and help to tidy away. Staff promote and encourage children to learn about their own health and needs. For example, they remind and help them to apply sun cream, wear a hat and have regular drinks during hot weather. Children are developing an excellent understanding of how to manage risks and challenges. They respond very well to clear guidelines from staff as they use tools like scissors or ride down the slopes on trikes outdoors. Additional play activities are provided by an outside company, who help the children to develop their skills in balancing, coordination, climbing and agility. This is tailored to all ages and gives all children excellent opportunities for exercising limbs and having fun.

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

The nursery's safeguarding procedures are rigorous and robust. Staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass these on effectively. Meticulous attention is given to ensure the suitability of the staff during recruitment and selection processes, and highly effective systems are in place to assess ongoing suitability, qualifications and experience. All staff are checked thoroughly before being employed and complete yearly declaration forms for both criminal records and health. Any concerns relating to staff conduct are immediately acted upon and

assessed to ensure that all staff working with the children are of a high calibre. Safeguarding features highly in induction and is a regular focus at staff meetings. All staff have attended external safeguarding training. All necessary information is displayed in each room, as well as a very informative display on the parents' notice board. Other procedures to further protect children, such as the media and e-safety policy, maintenance of daily records and seeking all necessary information at registration, are thoroughly carried out. Risk assessments are conducted and regularly reviewed. Accident records are monitored and the information is used to inform risk assessments. This ensures that high standards of health and safety are maintained. As a result, children's safety and welfare is fully safeguarded.

Leadership and management in the setting is excellent and enthusiastic, resulting in exceptional support for children to make the best possible progress in their learning and development. The management team has a positive vision for providing a high quality service, and they are fully committed to reflective practice and engaging the views of staff and parents to achieve this. An open-door policy provides opportunities for staff and parents to consult with them at any time. There are regular and extremely effective methods for reviewing practice overall through internal reviews and external audits by the local authority. These systems clearly help to identify the strengths and weaknesses of the provision. The manager carries out regular monitoring of the educational programme to offer support and guidance to staff. She is very hands on and supportive of all staff. She encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

Performance management systems are in place, such as team meetings and annual appraisals. Monthly supervision sessions and peer observations where staff practice is evaluated are carried out to identify strengths and areas for development, as well as training to be sourced. Regular room and staff meetings ensure practice is discussed, policies are shared and reviewed, and new targets are set. Management show that they value their staff and encourage them to share their views and opinions openly in an environment of trust and respect. The nursery demonstrates a strong capacity for improvement and is proactive in ensuring all of the welfare requirements are met. There is a very strong commitment to ongoing training to enhance staff's knowledge and practice. Ongoing support is provided by outside professionals, which actively contributes to children's learning and development.

Partnerships with parents are superb. They comment very positively on the ongoing support and approachability of all staff. An informative display board, parent prospectus and regular newsletters ensure that parents are informed about all aspects of the nursery. Parents' views are invited through questionnaires where they can air their views on the nursery. They are kept informed of children's daily progress through regular feedback from staff and by sharing the children's learning journals. Excellent partnerships with other professionals involved with the children, such as speech and language therapists and physiotherapists, help them to reach their development goals. The setting does not currently care for children who attend other early years settings, although staff are aware of the importance of liaising with other professionals if necessary to ensure children are fully supported.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY364373
Local authority	Birmingham
Inspection number	915593
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	86
Name of provider	Cotton Tails Nurseries Limited
Date of previous inspection	25/11/2010
Telephone number	0121 4224240

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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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