

Happy Days Nursery

680 Tyburn Road, ERDINGTON, Birmingham, B24 9RP

Inspection date

30/07/2013

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 are happy, confident and well-cared for because they have formed positive relationships with all staff.
- Children are safeguarded because all staff demonstrate a sound knowledge and understanding of their roles and responsibilities for child protection.
- Children are provided with a warm and welcoming environment where resources are easily accessible and cover most areas of learning.

It is not yet good because

- Observation and assessment of individual children's learning and development is not rigorous enough to ensure that the next steps in their learning are consistently identified to better promote their good progress through consistent levels of challenge.
- Systems to monitor the quality of practice within nursery are in the early stages of development, consequently there are inconsistencies in the quality of practice.
- Ways to encourage parents to contribute to their child's learning records are in their infancy and are not yet engaging all parents. It is not clear that parents are actively involved in continuing their child's learning at home.

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 looked at the children's learning records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies, safety certificates and a range of other documentation.
- The inspector observed activities throughout the day and held professional discussions with the owner.
- The inspector spoke with the deputy manager, childcare staff, and children throughout the inspection.

Inspector

Tina Smith

Full Report

Information about the setting

The Happy Days Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in an industrial area of Erdington, Birmingham and is privately owned. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level three, including two who have a Foundation Degree in Early Years. The owner is working toward Early Years Professional Status.

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 25 children attending who are in the early years 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. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- use information gained from observations and assessments of children's learning to identify, and plan for, the next steps in learning for each child, so that they make better than satisfactory progress
- foster a culture of mutual support, teamwork and continuous improvement within the nursery so that the quality of practice and children's achievements are of a consistently high standard

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

- involve parents more actively in their children's learning and development by providing further information about the Early Years Foundations Stage and helping parents to support their children's learning and development at home.

Inspection judgements

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

The staff have a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage. Appropriate levels of support are provided to ensure children have opportunities to make steady progress in their learning and development taking into account their starting points, how often they attend and the length of time they have been attending. Staff take note of the children's interests and play is planned around these, for example, push along toys are out ready for use along with big construction toys.

The nursery gathers information from parents on induction about their children's interests, care needs and routine. This information is used to plan purposeful play. Staff regularly observe and assess where children are in their learning and development. However, these observations and assessments are not consistently rigorous enough to ensure that the next steps in the children's learning are consistently identified, to better promote their good progress through consistent levels of challenge. Each child has a learning record; these contain photographic evidence of the children's learning, as well as pieces of the children's work, along with observations from staff. Parents are invited to view and add to them, however not all parents do. Pre-school parents receive daily verbal feedback and the owner has worked with staff to ensure that this feedback is more informative than merely a run-down of how children have been during the day. Some interactive activities have been implemented to engage parents more actively in their child's learning in nursery as well as at home, for example the 'chatterbox'. This includes a bag containing various resources such as books and toys. However, not all parents have engaged and the owner is seeking further ways of developing their involvement and raising parents' knowledge of the Statutory Framework for the Early Years Foundation Stage. The nursery is completing the required review of each child's progress that must be completed when a child is aged two and parents are asked to contribute to this.

Babies are cared for in a separate room and consequently they are able to safely play and sleep peacefully. They have space to roll and crawl; staff spend one-to-one time with them and are able to effectively support their drive to stand and walk. For example, during outdoor play a very young child supported by his key-person uses a walking aid to help themselves move around. The babies and very young children confidently approach staff for cuddles, support and reassurance. This genuine, warm responsive reaction raises their confidence and contributes to their overall well-being.

Children enjoy their time at the nursery and quickly become involved in the activities available to them. Very young children play with developmentally appropriate toys and resources, which aid their learning and development. They excitedly use push button toys and giggle with delight when the music starts, pressing it again and waiting patiently for the sound. Children are developing effective learning skills as they freely choose toys and resources that reflect their current interest. For example, children build use large bricks to make towers and rockets. They colour co-ordinate their creations telling their peers, 'mine's blue'. They enjoy making marks as they independently access a selection of pens

and paints. They make meaning to their marks by telling staff 'its mummy'. Older children play with a selection of number and connect toys. They are gaining confidence in using numbers in their play and throughout the day. For example, at snack time a child count's the different coloured cups telling a staff member 'look there's only one pink cup'. Children use their imagination as they engage in role play. They use a selection of hairdressing equipment and pretend scissors to style and cut hair. Staff promote children's communication skills as they talk to them throughout the day. For example, when playing outside a plane goes over head, a child shouts 'look helicopter'. The staff member reminds the child they saw a helicopter earlier and they must continue to watch for another one. This interaction challenges children's thinking as well promoting their communication skills, self confidence and self-esteem. These are skills which help prepare them in readiness for school. Children with English as an additional language are appropriately supported. Words in their home languages are sought and used by staff to ensure that children settle with more ease on arrival and that family languages are valued and respected.

Children's physical development is encouraged both indoors and out. They enjoy playing in the outdoor area which contains various climbing apparatus, tunnels and push along toys. Inside they make movements to song as well as making their own music from a variety of instruments. The children are developing a satisfactory understanding of the world around them. They grow flowers in the raised flower bed ensuring they get watered regularly.

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

Key aspects of children's well-being are sound. The environment is warm and welcoming to the children and resources are generally clean and fit for purpose. They are stored at low-level and children have access to them which supports their independence. The nursery has a key-person system which helps children to form secure attachments. Staff are caring and kind, the children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle or reassurance. Staff seek relevant information from parents when children start at the nursery. They do this through written information, settling-in visits and discussion with parents. There are clear arrangements in place to introduce children to different rooms within the nursery as they are given opportunities to visit before moving permanently. Transfer sheets are also completed by staff. These arrangements help children to make a smooth transition from home to nursery, and when they move rooms.

Children's health is promoted because the nursery follows appropriate hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. For example, children wash their hands, and attempt to put their shoes on the correct feet. The nursery has a cook who prepares daily healthy meals, where all dietary requirements are taken into account and addressed. The children ask for second helpings and staff praise their healthy appetite, reminding them about growing strong and healthy. The children are offered drinks throughout the day and staff support the younger children's progression from bottles to cups.

Children behave well because staff are positive role models, giving clear guidance as to what is expected. Children happily play together, share and work as a team. For example, they take turns during races and also pass a pretend baton in the relay race. Children are beginning to learn about their own safety, for example, they are reminded not to climb up the slide and to pick up the toys so no-one trips.

Children are prepared for the next stage of their learning because staff give careful consideration to preparing them for school. They encourage the children to be independent, to share and to be kind. The nursery understands the importance of aiding a smooth transition to school and has systems in place to do so. Reception class teachers are invited to the nursery and the nursery takes the children to visit the school. Displays within nursery during the summer term help familiarise the children with the school uniform and photos are displayed of significant people and rooms within the school. This will ensure the transition between nursery and school is a positive experience for the children.

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

Staff have a satisfactory understanding of the learning and development requirements. They plan play around the children's interests and this enables them to make suitable progress in their learning. The owner has worked with the local authority, other professionals and the staff to develop action plans that identifies areas for further improvement. This demonstrates a clear capacity and desire to improve the nursery. The management team have a good understanding of how children learn and acquire skills. However, this knowledge has yet to be fully shared with all staff. The owner is considering ways to do this and to monitor staff's practice. These include the management team working alongside the key persons to model good practice.

The inspection was prioritised because concerns were raised about the supplies of electricity to the premises. The owner is proactive and acts swiftly to overcome any problems, firstly by ensuring such problems do not impact on the safety and care of the children. For example, recently the nursery's electricity supply was disrupted. She promptly arranged for all the electrical systems to be tested to ensure they were completely safe. Certificates on all electrical systems to include wiring and the fire alarm were updated. The loss of power has been added to the risk assessments. The nursery also re-visited their evacuation procedure and sought training from the local fire brigade. However, the management team have not acted as quickly to ensure that the observation, planning and assessment process is secure enough for children to make good progress.

Partnerships with parents are generally good with the key-person spending time at the beginning and end of the day discussing their child's achievement. Very young children have daily diaries. This two-way flow of communication ensures that parents are kept informed about their child's daily needs and activities. However, although the nursery has implemented systems to actively involve parents in their child's learning at home not all parents have engaged and the nursery are seeking ways to involve them further. Parents

receive regular newsletters as well as reports on their child's progress. Parents are invited to parents evenings once a year. There are currently no children on roll who attend other early year's settings, however the nursery understands the need for good partnerships and sharing information with other providers and have systems in place to do so if and when the need arises.

The nursery staff have a clear understanding of the safeguarding procedures and know how to protect children in their care. All staff have completed child protection training and all the required policies and procedures are in place. Children are protected in the event of having an accident or being ill. This is because all staff have current first aid certificates and, therefore, are up-to-date in the knowledge and skills needed to deal with these instances. There are effective systems in place to show that staff are suitable to work with children, and this ensures all staff who are employed are checked with regard to experience, qualifications, and suitability. The nursery has written risk assessments which are regularly reviewed and added to. Therefore, children are cared for in a safe environment.

The owner and management team are reflective practitioners and understand the importance of monitoring the educational programme. They have set targets to improve, for example the planning and assessment process. Staff are encouraged to contribute and parent's views and ideas are also sought. Staff receive regular staff appraisals to ensure any under-performance issues are addressed. The team have regular staff meetings, where they review all policies and procedures so that they are embedded into practice. The nursery seeks and welcomes advice and support from other professionals, including the local authority, and implements changes that are suggested to improve their practice. Comment from parents during the inspection and from the comment book show they are happy with the care and education offered to their children. They remark on the friendly staff and how happy their children are when entering the nursery.

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	EY355881
Local authority	Birmingham
Inspection number	929191
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	25
Name of provider	Happy Days Nursery Ltd
Date of previous inspection	13/10/2008
Telephone number	01213824083

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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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