

Happy Days Nursery Ltd

680 Tyburn Road, Erdington, Birmingham, B24 9RP



Inspection date

13 May 2016

Previous inspection date

18 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and manager have taken positive action to improve policy and practice since the last inspection. They hold high expectations for what all children can achieve and have made significant progress to improve the provision overall. Self-evaluation plays a key part in their commitment to continue to improve the quality of the nursery.
- The quality of teaching is good. Practitioners know children well and assessments are used effectively to identify any gaps in children's learning. Practitioners regularly share information with parents to provide them with a clear picture of their child's progress.
- Practitioners help parents to be involved and support their child's learning at home. Parents speak positively about the nursery. They are pleased with the progress children make, particularly their developing confidence and communication skills.
- Children who speak English as an additional language are particularly well supported with their language development. Some practitioners are bilingual and they help children to fully participate in activities and routines.
- Children's health, well-being and physical development are promoted effectively. Children have very good opportunities to explore the outdoor play space and they enjoy healthy snacks and a nutritious lunchtime meal.

It is not yet outstanding because:

- Practitioners do not always obtain enough information from parents about what children already know and can do when they first start, to help them plan their learning fully from the outset.
- Opportunities to promote the learning of children who enjoy playing in the outdoor area have not yet been fully developed, to further enhance children's achievements.

What the setting needs to do to improve further

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

- build on the range of information gained from parents about what their child already knows and can do when they first start, and use this information to further support children's learning and development from the outset
- enhance further the learning opportunities for children in the outdoor area.

Inspection activities

- The inspector had a tour of the nursery and outdoor area with the manager.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection. She held a meeting with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, children's learning and development records and planning documentation. She also looked at the nursery's self-evaluation document.
- The inspector checked evidence of the suitability and qualifications of practitioners.
- The inspector took account of the views of parents spoken to on the day of the inspection and those views detailed in questionnaires.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

Improvements since the last inspection have helped strengthen children's welfare and learning. The arrangements for safeguarding are effective. Managers and practitioners are clear about their responsibility in protecting children and keeping them safe. They demonstrate with confidence their knowledge of the procedures for reporting any concerns about a child in their care. All practitioners have the required suitability checks in place. The management and practitioner team are well qualified. Regular peer observations and professional development opportunities ensure the quality of teaching and learning is monitored and enhanced further. Since the last inspection the provider and manager have strengthened the way they track children's progress. They analyse the information gained to make sure children's individual learning needs are planned for effectively.

Quality of teaching, learning and assessment is good

Children enjoy their time in nursery and make choices about their play and learning. They explore freely and develop good communication skills. Practitioners use their good teaching skills to engage and motivate children to learn. Activities are planned around children's interests and link to all aspects of children's learning. There is a sharp focus on speaking and listening skills as older children are asked to recall past events. They enjoy listening to stories, use their imagination in role play and begin to understand simple calculation. Good practitioner interactions ensure babies and younger children's language skills are supported well as they play. Babies use their senses and enjoy playing in water with bubbles and ducks. Younger children like to make marks with paint and chalk, build houses with bricks and play in sand.

Personal development, behaviour and welfare are good

Practitioners get to know the children well and talk to parents about their child's individual needs. They recognise the uniqueness of each child and their caring approach helps children to form secure emotional attachments. Good procedures support children and help them to quickly settle when they move to a new room in the nursery. Children learn about keeping safe. Older children confidently say why it is important to take the telephone and register with them to the outside play space. They know how to evacuate the premises in the event of an emergency. Practitioners provide children with a wide range of experiences that promotes their understanding of a wider world. They find out about children's backgrounds, cultures and languages, and plan activities to help all children learn about differences and respect each other. Older children, when asked, talk about what makes them happy at nursery. Some children say 'everywhere, it's fun'.

Outcomes for children are good

Children make good progress in all aspects of learning in readiness for school. Older children are confident communicators who are able to manage their own needs well. They develop good mathematical and literacy skills and are adept at putting on their shoes and zipping up their coats. Children develop good social skills and learn to use good manners, share and take turns. They are happy and develop positive relationships with their peers.

Setting details

Unique reference number	EY355881
Local authority	Birmingham
Inspection number	1035459
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	60
Number of children on roll	53
Name of registered person	Happy Days Nursery Ltd
Registered person unique reference number	RP901095
Date of previous inspection	18 December 2015
Telephone number	01213824083

Happy Days Nursery Ltd was registered in 2008. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or 3, and the provider holds level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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