

# Happy Days Nursery

Wood Lane Community Centre, Wood Lane, WEST BROMWICH, West Midlands, B70 9PT



## Inspection date

Previous inspection date

17 June 2016

6 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff are not fully focused on promoting each child's individual next steps in learning. Children are not always challenged to make good progress in all areas of their learning and development.
- Staff do not consistently build upon children's vocabulary, including those children who speak English as an additional language.
- Staff do not always give children enough time to think and express their own ideas. Children are not always encouraged to follow their own ways of learning and to choose how to do things.

### It has the following strengths

- Partnerships with parents and other settings children also attend are strong. Everyone works together to identify children's individual care and learning needs. Parents contribute to children's assessments and are kept well informed of the progress they are making.
- Children are emotionally prepared for the move from home into the nursery and then on to school. Children show they feel safe and secure. They are developing close relationships with adults and other children.
- Children enjoy playing in the garden. They develop their physical skills as they balance on plastic crates. Children behave well as they learn to share, take turns and follow the rules for good behaviour.
- Managers and staff are making good use of training to develop their skills and knowledge, in order to improve the learning experiences for children in the future.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure children's individual next steps in learning are fully promoted, so that all children are challenged to make good progress in all areas of their learning and development	29/07/2016
■ build upon children's developing vocabulary and give those who speak English as an additional language opportunities to use their home languages in their play and learning	29/07/2016
■ improve the educational programme for communication and language, in particular the development of children's speaking skills, giving them enough time to think, express their own ideas and to choose how to do things.	29/07/2016

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held meetings with the deputy manager and the provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the written views from parents.

## Inspector

Dianne Adams

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Since the last inspection, there has been a change in the staff and management team and the age of the children attending the provision. Thorough induction, support and coaching has helped staff develop strong relationships and to work as a team. The provider and managers demonstrate a clear commitment to achieve better quality provision. The action and the recommendation from the previous inspection have been addressed. Children enjoy playing outdoors every day and procedures for the use of mobile telephones and cameras keep children safe. Managers are reflective and accurately identify weaknesses within the nursery. Clear plans are in place to improve the quality of teaching and children's learning. However, plans have not been fully embedded in practice to help children make consistently good progress in all areas of their development. Arrangements for safeguarding are effective. Thorough recruitment and vetting ensure all adults are suitable to work with children. Staff assess and manage the risks to children's safety and well-being effectively. They know the procedures they must follow if they are concerned about a child's welfare.

### **Quality of teaching, learning and assessment requires improvement**

Staff are well qualified. However, teaching is not consistently good. Staff quickly identify children's starting points in partnership with their parents and other professionals. They observe, assess and track what children know and can do. However, staff do not always use the information from assessments to plan suitably challenging activities. Consequently, children are not always helped to achieve their next steps in learning quickly enough. Nonetheless, staff are skilful in helping children to be creative and to explore different materials. Children concentrate well as they mix flour and water. They enjoy using their imaginations as they enjoy playing in the pretend hairdressers. They explore numerals as they count how many balls they make out of play dough. Children show interest in electronic laptops and investigate how cameras and telephones work.

### **Personal development, behaviour and welfare require improvement**

Staff are not always challenging and motivating children to think for themselves and to develop and test out their own ideas. Children are not learning to respect and celebrate the different languages they speak at home. Children do enjoy playing in the interesting indoor and outdoor play areas. They move safely from one play area to another and eagerly explore the wide range of play resources provided. Children develop good social skills as they play with children of different ages and confidently engage with visitors to the nursery. Parents make positive comments about the friendly and approachable staff and the cleanliness within the nursery.

### **Outcomes for children require improvement**

Some children are not as well prepared for the next stage in their learning and for school when the time comes as they could be. All children are curious about the world around them and eager to learn. They listen and follow instructions. Children develop their literacy skills while reading books and respond well to praise and encouragement. Children are learning to meet their own personal care needs as they confidently use the potty or toilet.

## Setting details

<b>Unique reference number</b>	EY394708
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1041458
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Greets Green Community Enterprises
<b>Registered person unique reference number</b>	RP900855
<b>Date of previous inspection</b>	6 October 2014
<b>Telephone number</b>	0121 525 2662

Happy Days Nursery was registered in 2016. The nursery employs four members of childcare staff, including the managers. Of these, two hold appropriate early years qualifications at level 3, the deputy has a level 5 and the manager has a 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. The nursery supports children who speak English as an additional language.

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