

# Happy Day's Day Care

Irwin Lodge, 2 Manor Park Grove, Birmingham, West Midlands, B31 5ER



## Inspection date

6 March 2018

Previous inspection date

19 October 2017

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

## Summary of key findings for parents

### This provision is inadequate

- Children's safety and welfare are significantly compromised. Staff deployment is ineffective; the provider does not ensure there are sufficient staff at all times to meet minimum ratios and the needs of all children. This puts children at significant risk of harm and hinders their progress, especially the babies.
- The provider fails to ensure that risk assessments are effective. They do not ensure that staff have the skills to keep children safe, so they are aware of and remove any possible risks to children. Babies play with toys that present a choking hazard. Staff do not ensure their safety and learning when playing outdoors. This puts children's welfare and progress at considerable risk.
- The provider fails to maintain an accurate record of children's hours of attendance.
- The provider does not ensure that the premises and equipment are organised in a way that meets the needs of children, especially when they need to use the toilet.
- The arrangements to monitor children's learning experiences are not effective. The provider does not ensure that staff understand their responsibilities to provide children with challenging activities that target all children's individual learning needs.
- The provision for babies is particularly poor. Staff do not use children's assessment information to plan activities that target children's individual needs and interests.

### It has the following strengths

- Staff follow suitable hygiene procedures to help support children's health.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve staffing arrangements to ensure that adult-to-child ratios are met at all times and decide how to deploy staff so that staff continually supervise children to keep them safe</li> </ul>	29/03/2018
<ul style="list-style-type: none"> <li>■ improve risk assessments and staff skills to ensure they identify and eliminate all potential hazards to children's health and safety effectively, with particular regard to age-appropriate resources for babies and their outdoor provision</li> </ul>	29/03/2018
<ul style="list-style-type: none"> <li>■ maintain a daily record of each child's hours of attendance</li> </ul>	29/03/2018
<ul style="list-style-type: none"> <li>■ ensure premises and equipment are organised in a way that meets the needs of all children, with particular regard to toilet arrangements</li> </ul>	29/03/2018
<ul style="list-style-type: none"> <li>■ improve arrangements for the monitoring, supervision and coaching of staff, to identify and act on weaknesses in practice to improve the quality of teaching and learning.</li> </ul>	29/03/2018

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ implement effective systems to observe, assess and monitor children's learning and use this information to identify their individual needs, interest and stage of development, and to plan challenging experiences for each child, to help them make good progress.</li> </ul>	29/03/2018

## **Inspection activities**

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

## **Inspector**

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider, who is also the manager has not taken effective action to address the weaknesses raised at the last inspection to improve staff deployment, children's safety, and the quality of their learning and development. The quality of the provision has declined even further, demonstrating a poor capacity to improve. Safeguarding is not effective. The provider fails to ensure that staffing arrangements meet minimum ratio requirements at all times. She does not ensure that sufficient staff are always present and deployed effectively to meet the needs of the children. Poor staff deployment means that, at times, staff leave babies unsupervised and they are left in a room alone without any adults. At the inspection, an unsupervised mobile baby wandered from room to room without staff's knowledge. Staff left six children under the age of two alone with one member of staff, while they dealt with other matters. In addition, up to nine three- and four-year-old children remained in the care of one member of staff while another member of staff took other children to the toilet. At times, staff rely on students on work placements, who are under the age of 17 to supervise children for them. The lack of adult support and poor deployment puts children's safety at significant risk and severely hinders their learning. Risk assessment is weak. The provider fails to ensure that staff understand and complete effective risk assessments. Staff do not have a sufficient regard for the safety and well-being of children, particularly the babies. They do not check that resources are suitable for babies to use. This enables babies to put small objects into their mouths, placing them at risk of choking. Although staff remove the toys, they do not check for other similar resources that may be a hazard, placing young children at continued risk. The provider fails to ensure that staff provide a safe place for babies to play and explore outdoors. Babies wander around outdoors where older children are racing on their bikes, putting them at risk of injury. In addition, gravel and small stones on the ground present further choking hazards to the youngest children. Staff do not supervise babies adequately when outdoors. Babies do not have stimulating and engaging activities outdoors. They become unconfident when they are outdoors with the older ones and staff do not notice when they decide to return indoors. The provider does not ensure an accurate record of the times of children's attendance is maintained. This means it is unclear which children are present at any given time. The provider does not ensure that all facilities meet children's needs. There is only one adult toilet, one child toilet and one hand basin for the children and staff to use downstairs in the main house, which means children are required to wait until these become free. This hampers those that need to use them immediately and those who are learning to manage their toileting needs. When older children are in the cabin in the garden for their learning, the toilets are not easily accessible. Staff must take children back into the main building to use these facilities, which takes time and is not swift enough for some children, who become distressed when they have toileting accidents. The provider and staff have a suitable knowledge of child protection procedures to act should they have any concerns. They exchange information with parents and work with other professionals involved in the care of children. Although staff receive some training, this does not impact positively on their quality of their teaching, meaning children do not make the progress of which they are capable. The provider does not ensure that staff are clear about their roles and responsibilities, to supervise children at all times and to keep them safe. This significantly compromises children's safety, care and learning

needs. The provider is not effective in identifying weak areas of staff practice or addressing previous actions.

### **Quality of teaching, learning and assessment is inadequate**

The quality of teaching and learning is weak. Although children in the two-year-old room and pre-school engage in activities that they enjoy, staff frequently disrupt them to take all children to the toilet because of the poor staff numbers and weak deployment. This has a negative impact on children's learning experiences, limiting their concentration and engagement in learning. Staff working with older children make better use of assessment to plan for children's learning. However, staff working with babies do not use this information well. They do very little to plan for the babies' individual learning needs. For example, babies who like to climb and explore actively do not have the opportunity to do so regularly either indoors or when outside. They wander around and do not engage in purposeful play. This significantly hinders the progress they make.

### **Personal development, behaviour and welfare are inadequate**

The weaknesses in leadership and management significantly compromise children's safety and well-being. Staff working with babies are not vigilant to ensure their safety. This means that babies cannot explore and investigate safely. Babies do not engage in sufficiently stimulating learning experiences. Staff fail to meet children's emotional needs. Children become distressed when they have toilet accidents. This has a significantly negative effect on their confidence and self-esteem. Older children learn to share and take turns. They play cooperatively with their friends and are clear about staff expectations to behave.

### **Outcomes for children are inadequate**

Children's learning and development experience is poor, particularly for babies. Inconsistencies in teaching and inadequate staffing arrangements impact very negatively on the progress that children make. Babies are not well prepared for the next steps in their learning, and often wander aimlessly. They are not safe. Older children do not make the progress they should, as they are catching up from missed learning when younger. Older children have frequent interruptions to their learning, which hampers their concentration and motivation to learn.

## Setting details

<b>Unique reference number</b>	EY500696
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1116872
<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>	0 - 10
<b>Total number of places</b>	47
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Joanne Susan Mahon
<b>Registered person unique reference number</b>	RP516267
<b>Date of previous inspection</b>	19 October 2017
<b>Telephone number</b>	07889063829

Happy Day's Day Care registered in 2016. The nursery employs 10 members of staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from 6.30am to 6.30pm, Monday to Friday all year round, except bank holidays. The nursery also provides after-school care and a holiday club. The nursery provides funded early education for two-, three- and four-year-old children.

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