

Happy Days Nursery Ltd

680 Tyburn Road, Erdington, Birmingham B24 9RP



Inspection date	25 April 2019
Previous inspection date	13 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager monitors the quality of teaching carefully and provides staff with effective support, to help them to develop further their already good teaching skills. Recent training helped staff to identify further opportunities to help children to gain an awareness of healthy lifestyles.
- Staff know children's individual needs well and plan successfully for their learning. They skilfully help children to achieve the next steps in their development. They provide children with a wide range of exciting learning experiences that motivate them to play, explore and make new discoveries.
- All children make good progress, including those with special educational needs and/or disabilities. Children gain a wide range of useful skills that prepare them well for their future learning and school.
- Staff plan a good range of activities that helps children to progress well in their physical development. Children enjoy high energy movement sessions and vigorously swing streamers above their heads. They concentrate as they use their hands to shape dough and use various tools to fill containers with sand.
- Staff provide children with many opportunities to develop their independence and to gain useful life skills. Children eagerly help to prepare snacks and meals and learn how to use tools safely to chop fruit and vegetables. They make their own pizzas and select healthy toppings.
- Staff work closely with parents when children first start to establish their starting points. However, staff do not establish fully successful links with all settings that children have previously attended to support continuity in children's care and learning.
- Staff do not make the best use of some opportunities to challenge children's thinking and reasoning skills fully.

What the setting needs to do to improve further

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

- extend the arrangements to work with other settings that children have previously attended, to fully support the continuity of their care and learning
- increase further the opportunities for children to develop their thinking skills and solve problems, to help them to achieve even higher.

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 leadership and management is good

Safeguarding is effective. The manager and staff have a good knowledge of child protection issues and fully understand the actions to take if they have a concern about a child's welfare. The manager deploys staff well and ensures that adult to child ratios meet the requirements. The manager monitors the quality of children's learning closely and takes effective action to help address any gaps in children's progress. For example, she worked with staff to refine planning and raise the attainment of boys. The manager gives careful consideration to how to best use additional funding to benefit children where it is needed most. Self-evaluation is effective and used successfully to drive continual improvements. The manager values the contributions that parents make to this progress. Parents speak highly about the care their children receive and staff involve them well in their child's learning.

Quality of teaching, learning and assessment is good

Staff provide children with quality interactions and enhance their play skilfully. They support children's communication and language development successfully. For example, they adapt their use of language and use effective strategies to help children at different stages of development to gain confident communication skills. Younger children express their wishes clearly and older children engage in interesting conversations about their home lives. Staff make good use of opportunities that arise to encourage children to use their mathematical understanding. For example, children help to count the plates at snack time and consider the size of equipment they use.

Personal development, behaviour and welfare are good

Staff are effective in helping children to learn about keeping themselves safe. Children understand the importance of good hygiene routines, including washing hands before handling food and after using the toilet. Staff are friendly and caring and children form close bonds with them. Children are happy, secure and make confident choices in their play. Staff successfully help children learn to manage their feelings, behaviour and gain good social skills. Children learn to share, take turns and to tolerate delay. Staff provide children with a broad range of interesting opportunities, to help them to gain awareness of people in their local community and the wider world.

Outcomes for children are good

Children benefit from age appropriate opportunities to develop their literacy skills. Babies explore how marks are made as they move their fingers through sensory materials. Older children concentrate well as they listen to stories and talk about the different characters. They learn about letters and their sounds and eagerly practise their writing. Children develop their understanding of the world and learn about changes, such as what happens when different ingredients are mixed together. They enjoy experiences that help them to learn about the weather. They use their senses to explore a variety of fruit and vegetables and find out what peppers look like inside.

Setting details

Unique reference number	EY355881
Local authority	Birmingham
Inspection number	10073917
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	60
Number of children on roll	57
Name of registered person	Happy Days Nursery Ltd
Registered person unique reference number	RP901095
Date of previous inspection	13 May 2016
Telephone number	01213824083

Happy Days Nursery Ltd registered in 2008. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 to level 6. The nursery opens Monday to Friday all year round. Sessions are from 6.45am until 6.15pm. The nursery receives funding to provide funded early education for two-, three- and four-year-old children.

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