

Inspection of Happy Corner Nursery Ltd

Quinborne Community Association, Ridgacre Road, Quinton, Birmingham,
Worcestershire B32 2TW

Inspection date: 13 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from caring and considerate staff when they arrive at the nursery. They enjoy accessing a good variety of activities and experiences, which capture their interests and keep them engaged. Most children are well settled and comfortable within the environment, particularly given that it is the start of a new term. Many of the children are new to the nursery and others are returning after several weeks away. Younger children build relationships with staff and seek comfort and reassurance from them, if required. Children who are older and more confident are eager to interact with one another. They enjoy close bonds and secure attachments as they laugh and have fun with their friends and the staff. Children are well behaved. They learn good manners and to share and take turns with resources and equipment. Leaders and managers monitor and evaluate their provision and strive for the best for the children and their families. They recognise there is scope to strengthen the partnerships with parents and to build on the skills of their new staff team. Children's starting points and progress are accurately assessed. Staff have clear and considered expectations for all children attending. There is a clear focus on providing an inclusive service where each child is valued.

What does the early years setting do well and what does it need to do better?

- Several children are new to the nursery and staff adopt effective methods to help make this move as smooth as possible. Managers visit children in their homes to introduce themselves and parents stay with children at the nursery during initial sessions. Staff build on this, working with parents to decide when children are confident enough to separate from parents and carers with ease.
- Partnerships with parents are strong. Parents comment positively about their experiences with the nursery and the staff who care for their children. They explain how they use the online system to exchange information about their children's learning and development at home and at the nursery. However, not enough is done to share information with parents who are more difficult to engage or involve them in the nursery's evaluations or plans for improvement.
- There is a broad curriculum and a successful range of well-planned opportunities for children, based on what they already know and can do, and building on their interests. Staff use indoor and outdoor spaces effectively and skilfully adapt their approach to challenge and motivate children to learn.
- Children are absorbed in the different experiences available. They thoroughly enjoy playing hide and seek in the forest-inspired area, inviting visitors to hide with them as their friends come to look for them. Children learn to count, take turns, negotiate the spaces available and remind others to keep quiet while hiding. They take great delight in announcing when they have found someone and working out where they are going to hide the next time.

- Staff encourage children to develop their communication and language skills well. They narrate as children play, use new vocabulary for children to copy and extend learning with well-placed questions. Children share their ideas and staff listen and give them time to think and respond. Staff are quick to follow children's interests. For example, they have enriching conversations with children about birthday celebrations and encourage them to sing 'Happy Birthday' as they pretend to make cakes and blow out the candles.
- Children with special educational needs and/or disabilities are very well supported. Managers and staff complete training and research, and work closely with parents and other professionals. This helps them to find the best ways to help individual children to catch up with their peers. They use funding to enhance the environment and resources and provide additional sessions for those children who will benefit the most.
- There have been recent changes to the staff team with new staff joining and existing staff taking on new roles and responsibilities. Although staff feel well supported, they are not making the most of opportunities to help them acquire expert skills and raise the quality of teaching to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

All required information and records are in place and policies are implemented effectively to ensure the safe and efficient management of the nursery. Leaders and managers conduct safer recruitment procedures and monitor staff to ensure they remain suitable in their roles. Staff complete regular risk assessments and ensure the premises are secure. They supervise and teach children to walk carefully when they visit other users of the community centre or as they go through to the garden. Staff know what to do if they are concerned about a child's welfare or about staff's practice. Child protection guidance is displayed to help raise awareness of issues, such as children and families being exposed to extreme behaviours and views, and domestic violence.

What does the setting need to do to improve?

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

- build on ways to encourage all parents to exchange information and contribute to the evaluation of the setting to help drive continuous improvement
- strengthen opportunities for staff to enhance their professional development and acquire expertise and skills that will help them to deliver the highest quality teaching and learning and to help children succeed in life.

Setting details

Unique reference number	EY559825
Local authority	Birmingham
Inspection number	10103130
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	36
Number of children on roll	40
Name of registered person	Happy Corner Nursery Ltd
Registered person unique reference number	RP559824
Telephone number	0121 427 7696
Date of previous inspection	Not applicable

Information about this early years setting

Happy Corner Nursery Ltd registered in 2018. The nursery employs nine members of childcare staff. Of these, eight hold early years qualifications at level 2 or above, including the owner/manager, who has early years teacher status. The nursery operates from Monday to Friday during term time only. Sessions are from 9.15am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lucy Showell

Inspection activities

- The inspector and one of the managers completed a learning walk throughout the nursery to understand how it operates and how the curriculum is organised.
- The inspector observed the interactions between children and staff and the range of activities available, inside and outdoors, during the inspection.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with one of the managers.
- The inspector held a meeting with the managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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.

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