

# Inspection of Happy Valley Preschool

Gayton Road Community Centre Association, Gayton Road, West Bromwich B71 1QS

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Inspection date:

25 January 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Despite the weaknesses in the key-person system and inconsistencies in the quality of teaching, children are happy. Staff greet children and parents warmly and children arrive at the nursery eager to play. The well-organised learning environment motivates children to play and explore. Children enjoy opportunities to be physically active. Staff encourage younger children to make adventurous choices, such as jumping off a beam instead of walking down steps. Older children develop their hand-to-eye coordination when they throw and aim balls and beanbags.

Staff support children's health well and follow effective hygiene routines. Children learn about making healthy choices. They enjoy the nutritious food and drinks provided by staff. Children know about the importance of brushing their teeth regularly and about washing their hands frequently to help to stop the spread of germs.

Overall, children behave appropriately. Two-year-old children happily involve friends in their role play. They pretend to be shopkeepers and customers in the role-play area. Children know about language associated with money, such as '£2.40p'. Older children develop story lines in their play. They pretend someone is hurt and needs a bandage or medicine to help them to feel better. Children gain confidence in their communication skills and express their ideas clearly.

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

- The deputy has recently stepped up to be the manager and has identified some aspects of staff practice to improve upon. However, the quality of educational opportunities provided for children is variable, due to a weak key-person system and inconsistencies in educational opportunities.
- The manager has not overseen the key-person system well enough following a recent high turnover of staff, particularly for children in the room for two-year-olds. Staff to child ratios are met. However, some staff have not had sufficient time to become familiar with their key children. Even though other staff in the rooms have a general overview of each child, some children do not have up-to-date individualised learning plans. This hinders the current progress of children who have been affected by recent staff changes. This said, the manager ensures that key persons for children with special educational needs and/or disabilities have a sufficient working knowledge of how to support each child.
- The support and guidance for staff is not consistently good. Staff receive coaching and training. But this is not targeted well to improve staff's knowledge and practice. Staff have a secure understanding about the general activities they have planned and how these will support children's learning. However, staff do

not consistently use their observations of children's achievements to plan effectively for their learning. This means teaching does not focus on helping all children to make good progress.

- Staff communicate regularly with parents about their children, such as at collection and drop off times and through the online system. However, the manager has not informed parents about recent changes to some children's key person.
- Staff help children to develop some useful skills that support them to gain independence, particularly at mealtimes. However, staff do not consistently help older children to be independent in managing their toileting needs. Due to the location of the toilets, staff frequently ask children if they need to use the toilet. This limits the opportunities for children to identify their own toileting needs.
- Children engage well in their play. They immerse themselves in activities that interest them. However, staff follow daily routines too strictly and do not recognise when to adapt routines to follow children's emerging play and learning interests. For example, children wait patiently for a turn to use the play dough and within a minute of having their turn, staff ask them to tidy up in readiness for outdoor play.
- Overall, children learn what staff expect from them. They move around different areas of the nursery sensibly. However, staff do not consistently help all children to manage their feelings and behaviour. They do not offer enough challenge to help all children to cope successfully with feelings, such as disappointment because something has not worked out the way they wanted it to.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff are deployed effectively to meet child to adult ratio requirements to keep children safe. Staff always supervise children well, including during meal and sleep times. They make careful risk assessments to check that the areas of the nursery used by children are safe. The manager and staff have a secure understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. The provider follows robust recruitment procedures to help ensure staff suitability. They implement appropriate confidentiality procedures. The manager and staff know what to do should they have concerns about the conduct of a colleague.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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implement an effective key-person system to ensure that children's learning is tailored to their individual needs and key persons build strong relationships with parents of their key children from the outset	25/02/2022
improve the arrangements for monitoring staff practice, including how staff use their assessments to build on what children know and to improve the quality of the educational programmes.	25/02/2022

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

- provide older children with additional challenge to further develop their independence, specifically toileting skills
- review daily routines to increase opportunities for children to make choices in their play
- develop a consistent approach to helping older children manage their feelings and behaviour.

## Setting details

<b>Unique reference number</b>	2600639
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10197840
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Rak Day Care Ltd
<b>Registered person unique reference number</b>	RP534816
<b>Telephone number</b>	0121 588 6211
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Happy Valley Preschool registered in 2020 and is situated in West Bromwich, Birmingham. Rak Day Care Ltd, who also operates other early years settings, operates this nursery. The nursery operates Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The provider employs eight members of childcare staff. Of these, five hold approved qualifications at level 3, with two at level 2. The provider receives funding to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together. The inspector observed teaching and considered the impact this has on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the provider's documentation, including the safeguarding policy and procedures.

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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