

# Inspection of Happy Days Pre School

3 Graham Street, Lozells, Birmingham B19 1QY

---

Inspection date: 14 June 2022

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

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

### The provision is good

Children settle quickly and securely in the setting. They are enthusiastic to attend and flourish in their learning. They show a great eagerness to greet staff and take a role in their own learning. Children generally behave well. Pre-school children show each other respect, kindness and friendship. Staff help children to take turns and share, and give time for each child to speak in circle times.

Staff create an environment which is respectful, enjoyable and stimulating to all children. There is great support for children with special educational needs and/or disabilities (SEND). With support from staff, children with SEND approach new activities confidently. This gives all children the same access to a range of activities that widen their knowledge about the world. Children develop skills of curiosity and exploration through science experiments, for example putting sweets in water to see what happens, adding jelly beads to water to watch them grow and magnet painting.

Children's communication and language are supported well. They learn a range of words as staff introduce new vocabulary into activities. Children have open communication thanks to safe and respectful relationships. This helps them to become their own thinkers, coming up with their own opinions and ideas. Children who speak English as an additional language (EAL) learn new words quickly and imitate these words in play.

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

- Management provides strong leadership in a new staff team. Staff are knowledgeable and passionate about providing children with varied experiences. Management identifies strengths and weaknesses appropriately, working towards a solution. Staff are all up to date with relevant training and management encourages staff's individual interests. Staff well-being is a clear priority. With safe and secure relationships, new staff thrive. The management create an effective and diligent team.
- Staff show a passion for developing children's curiosity and individuality. They provide an array of activities to encourage children to think about what might happen and test out their own ideas, such as kneading cereal to discover new textures. Children develop independence and a great enthusiasm for learning.
- Staff are passionate in developing children's physical skills. Children enjoy using steps to climb, hopscotch to play with friends and 'physical Friday' to refine their den-making skills. They use their fingers to thread pipe cleaners into sieves, draw pictures of their families and make necklaces and bracelets. Children of all ages are physically active. All children show good control and coordination.
- Staff communicate with the children well. They model correct language and

introduce new vocabulary to all children. Staff assess children's language well to help build on previous knowledge. Children with EAL learn English quickly and effectively and use their language confidently in all areas of their learning. Songs, rhymes and stories are available throughout the day. Children are enthusiastic to stand up and sing, or discuss an opinion on the story. This helps them to gain confidence and become school ready.

- A good key-person system supports children to gain secure and safe attachments. They develop good levels of confidence and independence. Staff promote individuality and diversity by using praise and encouragement. Children understand how they feel and what is unique about them. They sit in circle times and discuss their families openly. All children respect each other and have secure friendships. Babies and pre-school children behave well. However, staff do not address negative behaviour in a timely manner in the two to three years group.
- Parents have good relationships with staff, which allows for open verbal communication. They also get daily diaries that help them understand their child's learning journey. Parents are ecstatic with the progression their children have made, especially in communication and language. Parents praise the staff and say how enthusiastic their children are. They report that their children have come on 'leaps and bounds' and 'it is a home away from home'.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff have regular and up-to-date training. Staff are up to date about local issues and concerns to ensure children's safety is of the uttermost importance. They are vigilant and knowledgeable about signs and symptoms that may indicate that a child is at risk of harm. They know who to talk to and what procedures to follow. Appropriate safer recruitment is in place for hiring new staff and all staff have suitability checks. The premises are safe and secure and risk assessed frequently.

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

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

- support newly qualified staff to manage children's behaviour consistently, especially in the two to three years group.

## Setting details

<b>Unique reference number</b>	2541388
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10215359
<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>	1 to 9
<b>Total number of places</b>	52
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Happy Days Nursery Limited
<b>Registered person unique reference number</b>	RP901095
<b>Telephone number</b>	07803559104
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Happy Days Pre School is part of the Happy Days Nursery Limited chain. This setting registered in 2019 and is located in Lozells, Birmingham. It is open Monday to Friday, from 7am until 6pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children. The pre-school has eight members of staff, who all hold relevant qualifications at level 2 to level 6.

## Information about this inspection

### Inspector

SOPHIE Van Harten

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector viewed the premises and discussed its suitability.
- The deputies talked to the inspector on a learning walk and explained their learning intent in each room.
- The inspector spoke to parents during the inspection and asked their views on the setting.
- The manager joined the inspector on a joint observation to assess the quality of education.
- The inspector viewed suitable documents.
- The inspector had a discussion with the manager and deputy about leadership and how the setting is run.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022