

Inspection of Happy Kidz Day Care

Bingley Strengthening Families Hub, Norfolk Road, Wolverhampton, Staffordshire
WV3 0JE

Inspection date: 8 September 2022

Overall effectiveness	Good
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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 are happy and relaxed in this welcoming nursery. They form strong bonds with the caring and kind staff who care for them. Children feel safe and secure. They are keen learners who lead their own play and engage in activities for long periods of time. Children are kind and considerate towards one another. For example, as they wash their hands at lunchtime, a child struggles to turn on the water tap. Another child notices and says 'let me help you'. Children are independent. They take responsibility for their own belongings, when they arrive. Children enjoy carrying out small tasks allocated to them, such as helping to tidy away toys before lunch.

Children learn about the impact of a healthy diet and the importance of taking care of their teeth. They demonstrate good hygiene practices as they wash their hands before mealtimes and after using the toilet. Children enjoy plenty of opportunities to spend time outdoors in the fresh air. They have tremendous fun as they run around, playing 'hide and seek' with their friends and the enthusiastic staff. Children are very proud of their achievements. They smile broadly as they hold up their drawings for everyone to see. All children develop a positive attitude towards learning.

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

- Managers and staff have high expectations for all children. Managers have devised a broad and well-sequenced curriculum which takes account of children's learning needs and interests. Managers ensure that staff understand and implement the curriculum effectively throughout the nursery.
- Managers and staff evaluate the quality of the nursery successfully to make ongoing improvements. They support families well. They operate a food bank and help parents to access advisory organisations.
- Managers closely monitor children's progress. This enables them to swiftly identify any gaps in children's learning and development. They support staff to focus on the areas where children need help. Children are well prepared for their next stage in learning, including their eventual move on to school. Additional government funding received by the nursery is used well to support children's learning and development.
- The manager and her deputy support staff well in their professional development. For instance, they undertake regular observations of staff practice and give useful feedback on how they can improve their good teaching, to further enhance children's learning.
- Parents are happy with the progress their children have made since starting at the nursery. They receive regular information about their child's day in the nursery. However, parents do not receive enough precise information about

their children's learning to enable parents to support their children's learning at home.

- Support for children who speak English as an additional language is strong. Staff use a variety of ways to communicate with children. For example, they use visual aids and work closely with parents to learn the correct pronunciation of words in children's home language. Consequently, children learn new words rapidly.
- Support for children with special educational needs and/or disabilities is a strength of the nursery. Staff provide individual targeted support for these children. They adapt activities to ensure they are inclusive.
- Children have fun as they engage in imaginative play. Staff introduce new words to children as they play, such as 'heavy' and 'noisy'. However, at times, staff overly direct these activities and reduce the opportunities for children to develop their own ideas and ways of doing things.
- Staff help children to develop their listening and communication skills well. They sing songs with children throughout the day. Staff read stories with good intonation and enthusiasm, which engages children. They encourage children to talk about the characters in the book and what happens next, and to predict endings. Staff use sign language to further support children's communication development.
- Staff are good role models who teach children kindness, respect and good manners. They speak to children in a calm manner and help them to learn right from wrong. Children behave well.
- Staff skilfully weave mathematics into children's play as they encourage children to count, recognise shapes and numbers. They build on children's problem-solving skills as they introduce simple addition and subtraction into children's play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the possible signs and symptoms of abuse. They know how to report any concerns they may have about a child's welfare. Staff are vigilant about children's safety. They carry out effective risk assessments to help to identify and remove any hazards in the environment. The premises are secure and children are only released to known adults. Staff support children to identify risk in the environment. For example, they know not to eat anything from other children's lunch boxes and how to use tools safely, such as scissors during art and craft activities.

What does the setting need to do to improve?

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

- support staff to provide more detailed information to parents regarding their children's next stages of learning, to enable them to continue their child's learning at home
- help staff to identify when to step back during adult-led and child-initiated activities, to enable children to develop and build on their own ideas and ways of doing things.

Setting details

Unique reference number	2541518
Local authority	Wolverhampton
Inspection number	10208676
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	45
Name of registered person	Khan, Afzel
Registered person unique reference number	2541517
Telephone number	07411759962
Date of previous inspection	Not applicable

Information about this early years setting

Happy Kidz Day Care registered in 2019 and is situated in Wolverhampton. A team of eight staff are employed to work with the children, all of whom hold early years qualifications that range from level 2 to level 6, including one who holds early years professional status. The nursery is open Monday to Friday from 8.30am until 3.30pm all year round. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

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 manager and her deputy led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The deputy manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector held discussions with the manager, deputy manager, special educational needs coordinator and staff throughout the inspection. She looked at relevant documentation, including qualifications, and viewed evidence of the suitability of those working with children.

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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