

Inspection of Happy Days Nursery

Wood Lane Community Centre, Wood Lane, WEST BROMWICH, West Midlands B70 9PT

Inspection date: 9 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

All children, including those who are new to the setting, are happy and enjoy their time in this caring and nurturing environment. Managers and staff recognise that most of these children were born either just before or during the COVID-19 pandemic. As such, they may not have had valuable opportunities to socialise or settle in unfamiliar environments. The manager and staff are keen to foster the emotional and social needs of all children. They are working with parents to help children to become confident individuals, who make friends and build positive and respectful bonds. This helps children to feel safe and secure.

Staff get to know the children well. They liaise closely with parents to gather initial information and regularly exchange details about how the children are progressing. Children's care needs are carefully considered and matched to routines at home. Their well-being is enhanced by the provision of freshly prepared and nutritious meals. There are clear and effective systems to ensure children's dietary requirements are adhered to. Healthy eating is promoted with those children who bring a packed lunch.

The manager and staff strive to enhance the provision for children. They work closely with other professionals, obtain advice and guidance, and regularly evaluate their practice. The manager and staff exchange ideas and continually implement their own improvement plans. Children benefit from the ever-evolving provision, which successfully meets their care and learning needs.

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

- There have been recent changes to the staff team with new staff joining and existing staff taking on different roles and responsibilities. There are effective induction procedures, and the ongoing programme of supervisions helps to foster a culture of mutual support. Staff report that they feel valued and appreciate the strong teamwork throughout. However, there is scope to focus staff's professional development more precisely. They are yet to gain expert skills and embed practice to help raise the quality of the provision to the highest levels.
- Staff are good role models and children are developing an awareness of right and wrong. There are some clear boundaries in place and staff are encouraging children to share and take turns with favourite resources. Most children behave well and are showing consideration for others. However, some children do not recognise or comply with expected rules and find it difficult to understand that their actions may affect others.
- There is a broad programme of activities and experiences for all children. This is based on what children already know and can do and links closely to children's

interests and what they need to learn next. There is a good balance of child-initiated and adult-led experiences, which build on each children's prior learning and extends their knowledge and understanding effectively.

- The whole environment is used well. Outside, there is plenty of space and equipment to encourage children to be active and enjoy fresh air. Inside, children access a range of open-ended resources, which are either set out for them or that they can select for themselves to explore at their own pace. Children engage in the experiences and staff involve themselves and provide support in children's play. Children's progress is good, and they are gaining skills to prepare them well for the next stage in their learning and eventual move on to school.
- Children benefit from a language-rich environment. Staff capture children's interests as they read stories and look at books with the children. There are lots of opportunities for children to hear songs and join in with singing during the day and as part of daily routines. However, there are times when staff do not model age-appropriate vocabulary, or they step in too quickly after asking children questions. As such, staff are not making the most of opportunities to help children to enrich their vocabulary or communicate their own ideas.
- Children learn to value and respect similarities and differences. They enjoy opportunities to use their home languages and take part in experiences that promote awareness of varied cultures and traditions.
- Children with special educational needs and/or disabilities are supported very well. Staff quickly assess and identify developmental concerns and have good knowledge and understanding of the children and their needs. They work closely with parents and other professionals. They provide individualised support to help children to keep up with their peers.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure, and staff are vigilant to identify and minimise risks. Children are supervised effectively, and staff are appropriately deployed to meet children's individual care and learning needs and ensure ratios are maintained. For example, staff regularly check the number of children present and ensure that all staff know who they are responsible for, as children move throughout the indoor and outdoor spaces and visit the bathroom. The manager and staff have a comprehensive understanding and implement procedures to protect children from harm. They know about possible signs and symptoms of abuse and how to deal appropriately with any concerns about a child's welfare or allegations they receive.

What does the setting need to do to improve?

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

- strengthen opportunities for staff to enhance their professional development and gain expertise and skills to help them deliver the highest quality provision for children
- build on the strategies in place to help children understand how their actions may affect others and learn to manage their own behaviours
- provide further opportunities to help children to enrich their vocabulary and communicate their ideas.

Setting details

Unique reference number	EY394708
Local authority	Sandwell
Inspection number	10235320
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 at time of inspection	2 to 4
Total number of places	20
Number of children on roll	34
Name of registered person	Greets Green Community Enterprises
Registered person unique reference number	RP900855
Telephone number	0121 525 2662
Date of previous inspection	8 March 2017

Information about this early years setting

Happy Days Nursery registered in 2016. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, term time only. Sessions are available from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lucy Showell

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.
- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out two joint observations of activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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