

Inspection of Hannah Daycare

17 Bordesley Green Road, Birmingham B9 4TR

Inspection date: 3 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly at the door by welcoming staff. They are happy and calm and quickly settle into activities and discussions with staff. A strong key-person system helps children form secure attachments with staff. Staff consistently praise children's positive behaviour and achievements. This helps children to feel proud and motivated to learn.

Children show high levels of engagement as they sing with enthusiasm. They join in with actions and movements. This helps to develop children's physical skills. For example, when children participate in 'Wake-up, Shake-up', staff encourage children to join in and to 'climb like a monkey', 'run like a tiger', 'jump like a frog' or 'stretch like a starfish'.

Children learn about emotions. Staff promote this through the use of visual resources and engage in conversations with the children about how they are feeling. Furthermore, staff model language well to explain why they might feel the way they do. Children's emotional well-being is fostered as they make immediate connections.

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

- The manager talks passionately about the provision they provide for the children. She is reflective and knows what they do well and what they need to improve on. There is a strong emphasis on supporting children's speech and language development. This vision is shared by the enthusiastic and motivated staff.
- Staff work well together as a team. The manager holds weekly meetings and provides ongoing feedback and support to improve their practice. Staff comment how they feel valued and supported by her.
- Children are curious learners and enjoy taking part in activities. Younger children concentrate as they use tools, such as pipettes, to support their fine motor skills. The older children are beginning to represent their name through marks they make, as they practise their emerging writing skills. This helps children to develop the small muscles in their hands and fingers.
- Children make good progress in their communication and language development. Staff introduce new words as they sing songs and rhymes frequently. They give high priority to children who need additional help with their speech and language development, including those who speak English as an additional language. Staff talk about the positive support they receive from other professionals. Together, they put strategies in place to ensure achievable targets are set for children's speech and language development. Children make good progress.

- Staff use open-ended questions to determine what children already know. For example, during a painting activity staff scaffold children's learning by asking questions to challenge their thinking further about fireworks. They give children time to think and wait for a response to their questions. However, on occasion, staff do not always build on children's previous knowledge and what they already know and can do.
- Children learn to do things for themselves. For example, they can tidy up, wash their hands and pour their own drinks, with staff close by to offer support. These experiences help children to develop their self-care skills and promote their well-being and independence.
- Children enjoy opportunities to develop mathematical skills and knowledge. For example, they are encouraged to pour water down pipes and watch the balls move along and count them one-by-one as they drop. In addition, children play with 3D shapes and build towers. However, during planned activities to teach children about 2D shapes, staff do not select appropriate resources to use based on the learning intention. Consequently, these opportunities are not organised well enough to fully support children to achieve the best possible outcomes.
- Overall, partnerships with parents are strong. Parents speak highly of the provision and the staff. They say that they feel very informed about their children's day at nursery and feel they are listened to by staff and the manager. Parents know who their children's key persons are and report that they feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound knowledge of safeguarding. They can identify the signs and symptoms that may indicate that a child is at risk of harm, and understand the procedures they need to follow. The manager regularly helps staff to update knowledge through quizzes and training. They demonstrate an awareness of their responsibilities under the 'Prevent' duty guidance. The manager ensures that there are robust recruitment and induction processes in place to ensure staff are suitable to work with children. Staff carry out risk assessments and take steps to ensure the environment is safe.

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 enhance their teaching and help children to build on what they already know and can do
- strengthen the organisation of planned activities so that they focus on learning intentions and enable children to make further progress.

Setting details

Unique reference number	EY488822
Local authority	Birmingham
Inspection number	10236656
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 3
Total number of places	35
Number of children on roll	12
Name of registered person	Ali, Shakila
Registered person unique reference number	RP516964
Telephone number	07875104413
Date of previous inspection	15 February 2017

Information about this early years setting

Hannah Daycare registered in 2015. The nursery opens Monday to Friday, during term time. Sessions are from 9am until midday and 12.30pm until 3.30pm. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Reena Rai-Aheer

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 and the inspector carried out a learning walk together of all the areas of the nursery and gathered information about how the provision and curriculum are organised.
- A meeting was held between the inspector and the manager.
- The inspector completed a joint observation with the manager where they evaluated the quality of teaching and practice together.
- Parents shared their views of the nursery with the inspector.

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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