

Inspection of Happy Valley Preschool

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

Inspection date: 28 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive excited to see their friends at nursery. They give them a heart-warming welcome into the room. Children seek out their key person to tell them about what they have been doing at home. This demonstrates they have a secure attachment with their key person.

Children sit and listen to stories together. They recall what comes next in the story, building on their vocabulary as they name each stage of the life cycle of a butterfly. Children share with staff what they enjoyed the most from the activities of the day. They use their imagination in the role-play area as they copy actions they have observed. For example, children use the play iron to iron clothes for their friends.

Children learn about the world as they share family stories with their friends about the festivals they celebrate at home. For example, they recently learned about Diwali, the festival of lights. Children talk about their feelings as part of their routines. They share how they are feeling and why. For instance, children say that they are happy because their mummy makes them laugh. Children explore the paint with determination and excitedly share what they have made. For example, children use their fingers to make different marks and say that they have painted a picture of an animal.

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

- Generally, children behave well. There are times when children display unwanted behaviour. Staff do not always provide clear explanations to children about why their behaviours are not acceptable. This does not allow children to gain a better understanding of expected behaviours.
- Children have daily access to a designated outdoor garden area. Staff support children to climb the climbing frame and confidently go down the slide. However, staff do not always plan the experiences outside effectively to ensure children can fully immerse themselves in their learning. For example, children explore the leaves in the garden and make 'silly soup' in a bowl. However, the resources provided limit children's learning, and they lose focus quickly.
- Since the last inspection, the nursery has appointed a new manager. She has implemented positive changes to the curriculum, and staff can confidently discuss what activities they have provided for children and why. They have a better understanding of how to adapt each of the activities for their key children. Staff consider gaps in children's learning and adapt these activities to help build on their individual development.
- Parents speak positively of the nursery. Staff gather information from parents about children's starting points, which informs their baseline assessments. This information ensures that children are provided with tailored learning to support

their ongoing progress. Staff continually share updates with parents about the progress their children are making.

- The support in place for children with special educational needs and/or disabilities is good. All children make good progress in their development, particularly with regards to their personal, social and emotional development and communication and language.
- Staff receive supervision sessions that support their ongoing professional development. They discuss information about their key children and any concerns they may have in their development. Staff speak highly of the support the new manager has provided for them and say that it has boosted staff morale. They say that the support for their own well-being is good.
- Children learn about what keeps them healthy. For example, older children explore activities about different foods they eat that are healthy or unhealthy. Children show good handwashing skills and learn about the importance of washing their hands before they eat a meal. Pre-school children share in discussion how they could become poorly if they do not wash their hands.
- Children are prepared well for their move to school. Staff promote children's emotional resilience to help them feel more confident during their time at nursery. Older children independently make choices at snack time from the selection of fruit in the basket. Children are encouraged to dress themselves when they go outside by putting their coats on. They show a can-do attitude when pouring their own drinks or serving their food at lunchtime.
- Children actively participate in their learning. For example, staff encourage children to make their own play dough for their activity. They challenge their thinking when the dough is too sticky and ask children what they might need to add to stop it being sticky.

Safeguarding

The arrangements for safeguarding are effective.

The manager has implemented robust risk assessments to ensure the environment is safe for children to play. Staff promptly remove risks throughout the day to ensure the environment remains safe. Managers and staff have a good understanding of possible signs that a child may be at risk of harm. They confidently share how they would report any concerns about a child or a member of staff to the local safeguarding agencies. There are clear safer recruitment procedures in place, and appropriate checks are made to ensure all staff working with children are suitable. Staff supervise children during mealtimes to ensure they can quickly respond to a child's needs.

What does the setting need to do to improve?

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

- provide children with a consistent approach to managing unwanted behaviours to ensure they have a clear understanding of what is expected of them
- review outdoor provision to further enhance children's learning opportunities in the garden.

Setting details

Unique reference number	2600639
Local authority	Sandwell
Inspection number	10225650
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	0 to 4
Total number of places	44
Number of children on roll	44
Name of registered person	Rak Day Care Ltd
Registered person unique reference number	RP534816
Telephone number	0121 588 6211
Date of previous inspection	25 January 2022

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 opens from 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

Katherine Wilson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and the inspector carried out a joint observation during outdoor learning.
- Parents and grandparents shared their views of the setting with the inspector.
- 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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