

Inspection of Happy Hours Day Nursery

Longfellow Road, Dudley, West Midlands DY3 3EE

Inspection date:

14 December 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Since the last inspection, leaders and managers have made improvements to keep children safe. However, there is still some improvement needed to raise the quality of education to a good level. The quality of teaching is inconsistent across the nursery. Some staff interactions are not purposeful in helping to challenge and extend children's learning. This means that not all children make the progress they are capable of. Children generally behave well. However, staff are inconsistent in their approach to managing unwanted behaviour. This does not always help children to develop a better understanding of the expectations of their behaviours.

Staff do not always organise daily routines as effectively as possible. During group activities, some children become restless and upset. Staff do not review this to better meet children's needs, which affects their overall enjoyment. However, staff are enthusiastic as they welcome children into the nursery. Children quickly settle in their rooms and explore the activities on offer. They enjoy physical play in the garden, such as scooting along on their bicycles or playing ball games. Children cheer with their friends as they use their golf clubs to knock the ball along the playground. As children explore a sensory activity with scented play dough, they develop their vocabulary as they repeat the names of the different herbs, such as oregano.

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

- The quality of education is not consistently good. Since the last inspection, leaders and managers have begun to implement improvements to the curriculum. Staff understand the learning intentions for children. However, not all staff are confident in delivering the quality experiences needed to help every child build on what they know and can do. At times, staff do not support all children with sufficient challenge to extend their learning further. As a result, not all children are making the progress they are capable of.
- Staff do not consistently support children to behave well. For instance, some staff provide children with simple responses to their behaviours, such as 'no' or 'don't do that'. This results in some children continuing to be disruptive because staff do not always provide clear enough explanations to help them understand the expectations. This means that children do not learn how to manage their behaviour positively or to be respectful to others.
- Staff do not always consider the individual needs of the children when organising their daily routine activities. Before children sit down for their lunch, they have a group singing session with staff. However, at this time, some children become agitated and restless due to being tired, and staff do not consider this. This results in children not being able to make the most of the learning opportunity as they have lost their focus.

- Managers have strengthened the partnerships with parents. Parents speak positively about the care their children receive. Staff share regular updates with parents to keep them informed of their child's learning and how they can support this at home. Parents say that they are proud of their children's achievements since starting at the nursery. The special educational needs coordinator (SENCo) works with staff, parents and other professionals when they identify any delays in children's development to ensure that the right support is in place.
- Leaders and managers have regular meetings with staff to discuss their roles and responsibilities and identify any training needed. During these meetings, staff share updates about their key children's learning and development. Staff share positive feedback about the support they receive from management.
- Staff share information with local schools to support children with their transitions. Staff build on children's personal care skills, such as going to the toilet independently and wiping their own nose, in preparation for going to school. Children develop their independence through daily routines, such as pouring their own water at mealtimes.
- Children eagerly take part in a shape game. Each child takes their turn to select an object from the treasure chest. They correctly name and match this object to the shape on the floor, which helps to develop their understanding of mathematical concepts. Staff ensure that each child has their turn, which helps them all to feel included.
- Children have access to fresh drinking water throughout the day. They sit and enjoy healthy meals prepared on site. Staff support children's awareness of healthy lifestyles when talking to them about the foods they eat.

Safeguarding

The arrangements for safeguarding are effective.

Staff promote a positive safeguarding culture across the nursery. They understand the possible signs that a child may be at risk of harm. Staff know the local authority safeguarding reporting procedures if they become concerned about a child or a person in a position of trust. They are vigilant in their risk assessments, ensuring that the environment is clean and safe where children play. Staff follow appropriate procedures to ensure that children remain safe when they sleep. Managers follow robust recruitment procedures to ensure that staff are suitably vetted.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that all staff consistently provide children with high-quality interactions that extend their learning and help them to make good progress	15/02/2024
provide support for staff to understand how to manage children's behaviour consistently and effectively so that they know what is expected of them.	18/01/2024

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

- improve the organisation of routine activities to better support children's individual needs.

Setting details

Unique reference number	253801
Local authority	Dudley
Inspection number	10307017
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	48
Number of children on roll	47
Name of registered person	Elcock, Julie
Registered person unique reference number	RP906803
Telephone number	01902 881021
Date of previous inspection	19 July 2023

Information about this early years setting

Happy Hours Day Nursery registered in 1993 and is located in Dudley. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. There are 12 members of staff employed. Of these, eight hold qualifications at level 3, two hold qualifications at level 2, and two are unqualified. The nursery provides funded 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 COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked about the nursery's curriculum and what they want children to learn.
- Staff and children spoke with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager and discussed the impact of learning.
- Parents shared their views of the nursery with the inspector.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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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