

Inspection of Happy Hours Day Nursery

Longfellow Road, Dudley, West Midlands DY3 3EE

Inspection date:

14 August 2024

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The nursery is still on a journey of improvement. Staff set a range of learning experiences for the children. However, some staff do not have a clear enough understanding about how they can use those experiences to help build on what the children already know and can do. Some staff also do not engage or interact with the children well enough and this impacts on some children's overall level of engagement. In addition, assessments do not contain all relevant information about the children's development. Consequently, these weaknesses do not support all children to make the full progress they are truly capable of.

Despite this, children explain that they like to come to nursery. Older children scaffold and manipulate play dough with purpose as they make food, such as pizzas and oranges. Younger children enjoy making marks onto paper or using their feet to move the bikes while they play outside. Babies are given lots of 'tummy time'. They develop physical skills as they lift up their head and reach out for objects. Staff follow children's individual routines and some of their needs well. They surround children with lots of love and nurture, particularly as they put them to sleep. Consequently, children have formed positive bonds with the staff who care for them. Staff remind children of the rules. They praise children for what they do well. This helps children learn what is expected of them. Children behave well.

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

- Leaders have focused on recruiting staff, since their last inspection. They have identified further steps they need to take to help improve the quality of the nursery. However, this is still in its implementation stage and so has not yet had an impact on the overall quality of the nursery. Consequently, the nursery still requires improvement.
- Staff speak passionately about their role and responsibilities. They state that they feel supported by leaders. Some staff have started to attend training with an aim to raise their overall performance. However, the use of supervisions and monitoring of staff practice is not yet good. This is because leaders have spent considerable periods of time covering ratios in the room. Consequently, staff are not yet receiving the right level of coaching or support they require from leaders to help improve their knowledge and/or practice to a good enough standard.
- Most staff understand the curriculum they follow for the different ages and/or stages of children's development. However, some staff do not yet think well enough about the purpose or intentions of the learning experiences on offer to the children. Consequently, some children can spend lengthy periods of time doing what they already know and can do, rather than building on their knowledge.
- Staff find out key information about the children from their parents. They also

complete some observations and assessments on the children, including the progress check at age two. However, this process is not completed to a good enough standard. For example, although staff identify concerns about a child's development, some do not include any of this information in the two year checks they complete. This does not ensure all children receive the timely help they require.

- Parents speak highly about the nursery. They describe staff as kind and explain that their children love to attend. Parents know who their child's key person is. Staff share information with parents daily about their child's day. They also keep them informed about their child's development and ways they can support their child at home.
- Children have access to water throughout the day. Staff encourage children to wash their hands before and after meals. They also provide the children with some fruits. However, the overall meals on offer to the children are not balanced or nutritious enough. This does not support children to learn and understand how they can live healthy lifestyles.
- Inductions support staff to understand key policies within the nursery. Staff complete risk assessments to help identify and remove risks within the environment. The nursery is safe and secure.
- Leaders and staff have secure knowledge of the ratio requirements. Staff deploy themselves well. They supervise the children effectively as they play, eat, sleep or while they use the toilet.
- Staff provide the children with lots of opportunities to learn about others. They actively support children to understand how they can help someone else to feel more comfortable and settled. Consequently, children are respectful towards one another.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the use of supervisions to ensure all staff receive the right level of coaching and support they require	02/10/2024

improve the use of planning to ensure all children receive high-quality learning experiences that build on what they already know and can do	02/10/2024
ensure the progress check completed at age two contains all relevant information, including areas where there are concerns about a child's development.	02/10/2024

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

- take steps to improve the meals on offer to the children to ensure that these are balanced and nutritious and support children to learn how they can live healthy lifestyles.

Setting details

Unique reference number	253801
Local authority	Dudley
Inspection number	10354404
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 8
Total number of places	48
Number of children on roll	57
Name of registered person	Elcock, Julie
Registered person unique reference number	RP906803
Telephone number	01902 881021
Date of previous inspection	14 December 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 15 members of staff employed. Of these, nine hold qualifications at level 3, three hold qualifications at level 2, and three are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the nursery and discussed the safety and suitability of it with leaders and staff.
- 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 spoke to children, parents and staff 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 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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