



SADWICA Day Nursery

Inspection report for early years provision

Unique Reference Number	255148
Inspection date	21 November 2006
Inspector	Permjit Tanda
Setting Address	69 Beeches Road, West Bromwich, West Midlands, B70 6HQ
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Registered person	Sandwell & District West Indian Community Associat
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

SADWICA Community Day Nursery opened in September 1999. It operates from a Victorian, three storey terraced house in West Bromwich, West Midlands. There are local shops, a park and a school within walking distance. The nursery serves the local community and surrounding areas.

Currently there are 39 children on roll. This includes five funded three-year-olds and four funded four-year-olds. Children attend a variety of sessions. The setting supports children with special educational needs and those who speak English as an additional language.

The nursery is open five days a week throughout the year with the exception of a week at Christmas and bank holidays. Sessions last from 07:30 to 18.00. The service also includes an

after school club operating term time only and a holiday play scheme which runs during the school holidays.

Twelve staff work directly with the children of whom all have an appropriate Early Years Qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Children gain an understanding of hygiene and they become increasingly independent in their personal care. As part of the daily routine children learn about the importance of hand washing. Most staff hold a current first aid certificate this ensures they have up-to-date knowledge of first aid for infants and young children. Therefore children's welfare is promoted.

Children are satisfactorily nourished and hydrated throughout the day. They benefit from meals which are varied and balanced. Children's individual dietary requirements are met through providing an alternative where necessary. Children begin to understand the benefits of a healthy diet. Morning snacks consist of healthy options such as a range of fresh fruit. Children independently access fresh drinking water throughout the day and enjoy milk and squash.

Children enjoy physical exercise and this helps contribute to a healthy lifestyle. The outside area is inviting and used well by all the children. It offers a range of opportunities for children to develop their physical skills. Children use climbing equipment with increased confidence and increase their control and co-ordination through pedalling tricycles, using the rockers and smaller play equipment such as bats and balls. Children especially enjoy running around chasing each other and adults this helps increase their fitness and develop a positive attitude towards physical exercise. The murals painted on the wall of familiar shops encourages children to play imaginatively, for example, a group of children pretend to visit an adult in the hospital and race around the play ground in their pretend cars. Children enjoy their time outdoors because staff become involved in children's play well. The routine includes opportunity for children to have a quiet time for rest and they sleep according to their needs throughout the nursery.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are grouped according to their age and the rooms used are welcoming and inviting. Toys and resources are easily accessible and freely used by the children. Staff carry out written risk assessments to reduce potential hazards in the environment and therefore children can move safely and freely. Children learn the importance of staying safe and understand that certain rules are in place for their own safety, for example, a group of older children understand the importance of holding the handrail on the stairs and manage it in an orderly fashion. Staff are vigilant about the children's safety and supervise the children well.

Children use toys and equipment which are appropriate and safe because staff regularly check and monitor for safety. All of the required policies and procedures for the safe management of the setting are in place and regularly updated.

Children are protected by staff of whom all have a sound understanding of child protection policies and give priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happy and eager to participate. Those who are new to the nursery are helped to settle by staff that are sensitive towards their individual needs. Babies and toddlers are helped to settle by caring adults. They gain self-assurance through close relationships with staff that are aware of their individual needs. Babies are fed and sleep according to their individual needs and routine throughout the day. Babies are well nourished and staff are attentive to their needs at meal times and support them well. Toys and resources are stored in baskets on the floor and therefore easily accessed by the children. Staff are developing their knowledge of the 'Birth to three matters' framework and use it to help support the children's development. Babies and toddlers have access to most of the toys daily such as sound toys, shape sorters and activity walkers. They develop their natural curiosity through activities such as sand, water, paint and collage. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. They enjoy their time at nursery and make steady progress because staff ensure they provide a varied range of play experiences covering all areas of development.

Children from two to three years benefit from their room. The area is appropriately resourced with opportunities for children to explore, investigate and play imaginatively. Children increase their confidence by deciding what they would like to do daily, for example, a group of children shriek with excitement once they have covered their hands in green paint, others use large sponges and brushes to create their pictures. Staff have a relaxed and calm approach which allows children to play and explore at their own pace. Children mainly engage in child-initiated play and adults support and build positive relationships with the children by supporting and talking to them. Staff do not always adequately maintain some activities such as the sand and role play area and therefore children's play is not always fully extended in these areas.

Nursery Education

The quality of teaching and learning is satisfactory. Children show appropriate levels of concentration and interest whilst self-selecting from a varied range of activities. Children show a sense of belonging and understand the routine well and are familiar with their environment. They easily adapt to changes in the routine and are eager to help tidy up and get ready for the next event.

Children respond well to simple instructions and join in during singing sessions in the large group. Children enjoy painting, drawing and some children make use of the writing area, for example, a child independently sits in the area carefully drawing around his hand. Children have some opportunity to learn to recognise and write their name, however, methods adopted some

times lack creativity, for example, children are often encouraged to trace over their name rather than using play opportunities such as writing their name in sand. They are exposed to some familiar written labels within their environment and enjoy books, which helps them understand print carries meaning. More able children have few opportunities link sounds and letters of the alphabet.

Children have daily opportunities to explore colour, texture and shape and be creative. Children freely paint, draw, mould dough and make collage using a variety of art and craft materials. Children join in their favourite songs and show an interest in musical instruments. Children play imaginatively with the small world toys such as the garage and cars. The domestic area is used by children but they do not always show good levels of involvement in their play. This is because it is not always well maintained and the resources are too basic and do not offer the scope for children to engage in role play and challenge their learning.

Children gain confidence and enjoy counting during daily situations such as counting whilst climbing the stairs and they respond well during number rhymes. However, adult led activities often heavily focus on counting and recognising numerals and the approach staff adopt is often over directed and not always age appropriate for the needs of the children. Children begin to use mathematical vocabulary such as, big and small. They learn to recognise shape in their environment during play. They use three dimensional construction toys to make models and enjoy puzzles. Opportunities to extend their skills in early calculation and problem solving through daily routines are less well planned. More able children have few opportunities to explore and investigate objects of interest such as scales, weights and measuring equipment.

Children have daily opportunities to increase their physical skills through a varied range of resources. Children handle tools, objects and build and construct assembling and joining materials. Children have been involved in learning about their natural environment through collecting leaves and observing change. Opportunities to explore and investigate and further question why things happen are not always well planned. For example, the sand and water toys include mainly spades sieves and buckets and therefore lack challenge. This limits opportunities for more able children to engage in early scientific experiments such as floating and sinking at their own leisure.

All staff do not have a secure knowledge of the foundation stage. Therefore

the quality of teaching and learning varies according to who delivers the activity. Children make steady progress because they have access to a varied range of experiences promoting all areas of development. During child-initiated play, staff spend much of their time interacting with the children and they show appropriate levels of interest. The planning system ensures the six areas of learning are covered consistently, however, activity plans do not always clearly show the learning intention of activities. This means less experienced staff do not always understand what is expected and therefore children's learning is not always sufficiently challenged. Teaching does not always take account of children's different attainments and therefore whole group activities are not always successful. A group of children look at the weather board with an adult and whilst the more able children show some understanding and interest of what is being asked of them, younger children show poor levels of concentration and understanding. Staff provide an environment which is organised to help children become independent. It has been recently

re-organised with designated areas such as a maths and writing area. The layout of the room does not maximise learning opportunities for children due to the lack of space. Appropriate systems to observe, monitor and record children's achievements and are in the early stages and being developed.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. All children are welcomed and are given the opportunity to take part in the session. Staff value and respect their individuality and children learn to understand that they can expect others to treat their cultures and beliefs with respect. Children have access to a moderate range of positive image resources and play materials and take part in celebrating various festivals which ensures they learn about diversity. Children have many opportunities to learn about their local environment through organised visits to places of interest such as parks, the library and the shops. Staff are able to adapt the environment and activities to meet the needs of children with special needs. There are appropriate systems in place to support children who speak English as an additional language.

Children's behaviour is mostly good. Staff support children in sharing and turn taking. Most staff adopt a positive approach to help children understand values and codes of behaviour. However, on occasions some staff do not always give children an explanation for why their behaviour is unacceptable this means children not always understand why the behaviour is wrong. Children respond well to gentle reminders to care for the environment, the resources and for each other. Staff set consistent boundaries for the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Children develop their self-esteem because staff build on their good behaviour through praise and reward.

The partnership with parents and carers is satisfactory. Children's needs are met because staff actively seek parent's views about their children's needs and interests before the child starts at the setting. Staff ensure that all parents know how their children are progressing and developing through regular parents meetings and progress reports. Parents are kept up-to-date about nursery routines and events through regular letters, the notice board and daily contact. Parents receive little information about the settings policies and procedures and consequently are not fully informed. Parents are actively encouraged to share their opinions and views about the nursery through regular feedback questionnaires and a suggestions box. Children benefit from the involvement of their parents in projects and outings this contributes to their well-being at the nursery.

Organisation

The organisation is satisfactory.

An acceptable recruitment and selection procedure means that children are cared for by suitably qualified staff. Staff give appropriate regard to the well-being of the children they care for and there are sufficient systems adopted to ensure staff communicate well. They work well as a team to meet the needs of children.

Leadership and management is satisfactory. The management team are committed to improving the service provided and this is addressed through staff monitoring and training opportunities. The project manager is the nominated person in charge she has a hands on approach and is often involved in the care of the children. This helps her act as a positive role model and measure the progress made. The nursery co-ordinator works heavily under the close supervision and direction of the person in charge this ensures a consistency in practice and improvement. They have a commitment to building on the satisfactory practice in care and a vision to improve the education for all children. However, the system in place to monitor and evaluate the provision of nursery education is not always effective and this impacts of the quality of learning and teaching.

All of the required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Children benefit from a committed staff team who are acceptably inducted and supervised. Staff are deployed appropriately meeting the individual needs of children. There is a commitment from the whole staff team to continuous improvement and development. The satisfactory quality of the provision means that overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The setting has made some steady improvement since the previous inspection. At the last inspection five actions were raised to improve the care of children. All the actions has been fully addressed and therefore the children's welfare and safety improved. The provider meets the requirement of all day care operating for more than two hours to be registered, through operating the crèche under two hours only. Record keeping and the organisation of the nursery has improved. All staff working with children undergo a criminal record bureau check to ensure that they are suitable to work with children. Staff files are up-to-date. An induction pack and training for all new staff ensures they are informed of health and safety and child protection within their first week of employment. All the required policies and procedures including health and safety are in place. Staff are made aware of them through meetings and continued training and comply with the requirements. The organisation of mealtimes has improved through providing appropriate cutlery and opportunities to help children increase their self-help skills.

Four actions were raised at the previous inspection to improve the quality of the education provided. Most have been addressed and others partially met therefore some improvement has been made. Since the previous inspection there is a new set of staff delivering the foundation stage. Both new staff are appropriately qualified to work with children and receive support from the local authority worker to increase their knowledge of the foundation stage. Subsequently learning and teaching has improved, however, there are still some gaps in their knowledge of how to deliver the foundation stage effectively. Long, medium and short-term planning has been introduced. This enables staff to plan around the six areas of learning more effectively ensuring children receive a broad range of experiences. Children have an increased opportunity to use the computer which they enjoy. The daily plans still lack detail and on occasions staff are not always clear of the learning intention of the activity. Consequently the children's learning is not always sufficiently challenged. Staff have recently started observing and monitoring the children's progress and are in the early stages of using this information to help plan for the next steps of learning. Information about the children's progress is shared

with parents' through parents evenings and daily discussion. Parents are more actively involved and their views sought in monitoring and evaluating the quality of the setting. Parents are involved in a curriculum advisory group and they regularly complete questionnaires, a suggestions box has been introduced to encourage a constant exchange of views and opinions.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure activities such as the sand, water and role play area are maintained throughout the day and offer the opportunity for children to build on their play and learning
- improve the methods used to help children understand right from wrong
- make available the nursery policies and procedures to parents

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase the staff's knowledge of the foundation stage to help improve the quality of teaching methods used
- ensure all staff are aware of the learning intention of activities
- ensure staff plan effectively for the varying learning needs within the group
- consider the layout and organisation of the room to help maximise play opportunities for children

- ensure there is an effective system in place to monitor and evaluate the learning and teaching.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk