

# Anka Day Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	229014
<b>Inspection date</b>	31 May 2007
<b>Inspector</b>	Samantha Jayne Taylor
<b>Setting Address</b>	Lozells Road, Lozells, Birmingham, West Midlands, B19 2TL
<b>Telephone number</b>	0121 515 2538
<b>E-mail</b>	
<b>Registered person</b>	Anka Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Anka Day Nursery registered in 1985. It operates from a first floor building of a converted church hall on the Lozells Road in Birmingham. The nursery has its own kitchen and there are children's toilets adjoining the main play room. There is a small enclosed area available for outdoor play. The nursery serves the local and surrounding areas.

The setting is registered to provide care for 32 children. There are currently 32 children on roll. This includes seven children who are in receipt of funding for early education. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties, and who speak English as an additional language.

The group opens five days a week all year round, except for bank holidays. Sessions are from 08:00 until 18:00 Monday to Thursday and from 08:00 to 17:30 on a Friday.

Twelve full time staff work with the children. All of the staff who care for the children hold early years qualifications. Two staff are currently working towards a level three qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are beginning to learn about the importance of good hygiene practices, through planned activities, established daily routines, positive role modelling and through focussed discussion with staff. Planned outings to local shops help older children to develop an understanding of a healthy lifestyle. For example, children discuss the different fruit and vegetables on sale and look at photographs taken of the activity, which help children to recall the event. As a result, children learn the importance of fruit and vegetables within their diet.

Effective procedures are in place to support children's health and welfare. For example, the staff are knowledgeable of the procedure to follow in the event of an accident occurring. Children's individual needs are met as information regarding any allergies they have and specific care requirements are exchanged between the home and the nursery at the onset of care.

Children's individual dietary needs are taken into account with the relevant information recorded. Menus are organised which reflect children's cultural, religious and dietary needs. Children are provided with delicious, nutritious meals and snacks prepared for them daily by the cook on site. Children comment on the wonderful aroma of their lunch cooking and anticipate what might be on the day's menu. They really enjoy the appetising meal presented. Older children develop good self-help skills and build their confidence as they are involved in the preparation for meal times, for example, as they hand out utensils and place mats. The setting place great importance upon children drinking water throughout the day and have a written policy in place. Children are encouraged to freely access water by the staff who recognise the benefits of water, for example, to maintain good health.

Children develop their large and small physical skills as they enjoy a wide variety of activities, such as, playing with tricycles indoors and learning to balance as they climb small frames. Outings to local parks help to develop children's skills further as they balance on large play apparatus and have fun as they use slides to get down. Their physical skills are promoted effectively through a stimulating range of indoor opportunities where children participate in team games, such as, using the parachute. Their finer physical skills are developed through activities, such as, cutting out and threading beads. As a consequence, children develop well physically as they experience different activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a stimulating, lively and bright environment. Children and their family members are very warmly greeted by the caring staff team. Children's art pictures are attractively displayed within the setting as are photographs of past and present children. As a result, children confidently separate from their parents and carers and they develop 'a sense of belonging'. Children point to photographs displayed and proudly say 'that's me'. There is a real sense of community within the setting and as a result children thrive as they feel valued.

Children choose from plentiful high quality resources which are accessible to children. These are well organised and help to develop children's independence skills. They are suitable for the differing ages and abilities of children. Resources are arranged which encourage younger

children to explore and to enjoy games such as 'peek a boo' as they crawl in and out of dual purpose equipment.

Children are mostly kept safe as the staff pay attention to health and safety. Risk assessments are completed for specific activities, such as, outings from the setting. However, the system in place to identify daily risks is less rigorous, which potentially means that not all risks to children are identified or minimised. Comprehensive fire procedures are in place; drills are regularly practised and recorded. There are effective procedures in place to monitor visitors to the setting and the setting has a secure system for the safe collection of children. Children are continually learning to keep themselves safe through their daily activities as the staff give gentle reminders of expected behaviour.

Children are protected from possible abuse or neglect because the staff are aware of their roles and responsibilities whilst protecting children in their care. Staff are well informed and confident in following the group's child protection procedures which are in line with the Local Safeguarding Children's Board (LSCB).

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children enjoy and develop warm relationships with the staff who know individual children very well. Children thoroughly enjoy attending the setting and have access to a wide range of stimulating activities. These are both adult and child-led. The staff have positively embraced the 'Birth to three matters' framework by implementing aspects into their practice.

Comprehensive detailed records and photographic evidence are available to share with parents and staff in the children's personal book. This is an ongoing record of their time at the setting. Younger children are very familiar with their book; they snuggle up to familiar staff and point in excitement as they look at their photographs together. This help children to build children's positive self-esteem and to establish positive relationships.

Children are well supported by staff who give them time and space to settle. All children are given opportunities and support to play. Children play alongside and with each other and some initiate their own play. Children learn to negotiate taking turns through effective staff support. They enjoy many practical activities, such as, work with paints, different textures and collage materials. Younger children especially enjoy activities such as exploring spaghetti with their bare feet. Their love for music is encouraged through the staff providing treasure baskets with different instruments for use. Children thoroughly enjoy singing along to children's music as it is played throughout the setting. As a consequence, children learn as they play in a relaxed, stimulating environment.

### **Nursery Education**

The quality of the teaching and learning of funded children is good. Children are keen and motivated learners. The staff have a good understanding of the curriculum guidance for the Foundation Stage having completed training in this. They are competent with its implementation. Activities are varied which engage the children and introduces them to different experiences which have clear learning outcomes in the planning. The staff use spontaneous opportunities to develop children's learning further. Information on children's starting points is obtained, which helps to inform planning. The staff complete evaluation of activities but the system in place for assessment of all children is less rigorous. This means that full written information is not always available to share to enable all of the staff to extend the children's achievements.

Children receive lots of praise and positive affirmation from staff. As a result they are extremely confident and self assured. Children are keen to communicate with the staff and their peers and they chatter excitedly on arrival to the setting, sharing their news from home with their friends. They show concern for each other. Through play children are encouraged to link sounds to letters and children recognise their own name on the registration board. They use mirrors as they practise the correct formation of letters with their fingers. For younger, less able children visual prompts are used as an aid. They freely access writing resources to draw, write and create. This encourages children to notice print and understand writing for different purposes.

Children investigate and explore objects and materials through a variety of stimulating experiences and activities. They are able to observe and find out about features of the natural world as they look at resources such as wood and discuss changes in the weather. Children very much enjoy listening to stories and music. In the well resourced role-play area their creativity is expressed as they play imaginatively and dress in different costumes. Good teaching encourages older children to take the lead during group singing sessions as children imitate their role-model. This encourages younger less able children to participate. Children recognise and name colours such as silver, brown and pink and they talk of their favourite colour. Children are very keen to learn and as a result of the activities provided and good teaching their creativity is enhanced.

Children develop good mathematical skills as they learn to count and match. They consolidate their learning through singing number rhymes and at routine times. Children are introduced to mathematical language through every day activities and effective teaching. Children are able to work independently as they construct small cubes to make a pattern and some children count successfully to numeral 13. Older more able children understand the concept of more and less and have good problem solving skills. During activities such as sand play capacity is explored as children pour sand into different shaped containers. They make comparisons as well as describing size and shape.

Children are well supported as they learn to design and make things. They become adept as they mould paper and glue to join materials using scissors, glue and tape. They are able to observe and find out about features of the natural world as they explore wood. Children are encouraged to reflect on people within the community whose work helps us. For example, the fire fighters visited the setting. Photographic evidence helps children to recall the event and some of the equipment, such as, the hoses used. As a consequence, children begin to understand the importance of fire safety and make links to the people within their community.

Physically children make good progress as there are many opportunities to develop large and small skills. They handle scissors well to cut out around lines and shapes. Older more able children offer necklaces that they have created by threading small beads for the adult to wear.

Parents and carers of children are informed of planned activities through both verbal and written communication. This helps to develop continuity between the setting and home as parents are aware of the opportunities for the children, for example, outings.

### **Helping children make a positive contribution**

The provision is good.

Children are able to freely access a meaningful range of activities and resources to promote a positive view of the wider world. They begin to learn about differences within society as they have access to an excellent range of resources reflecting positive images, such as, dolls, books

and dressing up clothes. The staff work well as a team to care for children with their different needs acknowledged and valued. There are positive images displayed around the nursery and the setting actively and successfully celebrates the backgrounds of the children and different abilities. Children with learning difficulties are warmly welcomed by the staff whom are knowledgeable of where to seek advice and support. The children's spiritual, moral, social and cultural development is fostered.

Children are learning to play well together. Staff have high expectations of good behaviour and set clear and consistent boundaries. Children are encouraged to manage their own behaviour through firm and clear guidance. Older children take pride in helping younger children, for example, assisting them in putting their shoes on. The staff spend time sitting with and playing with the children which helps them to become confident in their surroundings. The staff are knowledgeable of the complaints policy and procedure. Children benefit from this honest and friendly partnership with parents and the relaxed interaction promotes continuity of care from home to the setting.

The partnership with parents and carers of funded children is good. Positive relationships are established as parents receive daily feedback regarding their children's day at the setting. Staff always make time to talk to the parents, ensuring that they are kept fully informed of their child's progress. Parents express how their individual children have progressed since attending the setting. Information on notice boards including displays regarding the Foundation Stage and weekly planning helps to keep parents informed and involved in the care of the children. The yearly graduation celebration recognises children's individual achievements, which helps children to feel valued and to develop a sense of pride.

## **Organisation**

The organisation is good.

The staff know individual children very well and as result children's well-being is promoted through the support offered and from the individual care and attention which is given. Children benefit from the well planned use of space, which is creatively organised to accommodate the differing age bands and abilities of children. The areas include different types of play for children to experience indoors. Children are well supervised by staff and they are able to move freely and safely within their section of the setting.

The staff team work well together and they are enthusiastic and committed in their work. They are well supervised by management who are very much practitioners involved in the daily care of the children. Their personal development is encouraged through training and accessing short courses. Several of the staff take part in child care related training outside of their working hours which means children benefit from up-to-date child care practice. Good attention is paid to vetting procedures to help safeguard children. Some members of the team are knowledgeable and experienced in caring for children with learning difficulties, such as, the use of sign language which supports children and their families and promotes inclusion.

Documentation is stored confidentially. Policies are mostly accurate but a few require an update of information to effectively promote children's welfare. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management is good. There are good procedures in place to monitor and assess the provision. All of the staff are involved in self-evaluating the services offered at the setting. Regular team meetings are held as are staff appraisals. This helps to ensure that children's

welfare is promoted, for example, through continuity of care. Children also benefit through the setting working together as a team with the aim of improving further upon the service offered. The staff's training needs are identified through staff supervision and reviewing practice. They also have access to the early years training programme which supports their continuing professional development.

### **Improvements since the last inspection**

At the last child care inspection two recommendations were made. The first was in relation to improving upon information shared with parents regarding the daily menu. The setting has addressed this as there are menus available to share.

A recommendation was made with regards to improving upon fire procedures. The nursery has addressed this through arranging for a fire officer to inspect the premises and regular fire drills are now undertaken.

At the last education inspection five key issues were raised. The first being to provide greater opportunities for children at meal times for older children to select some of their own resources and materials. Children develop good independence skills as they are encouraged, for example, to hand out place mats.

The second key issue asked the provider to improve staff's knowledge so that they can provide opportunities for children to link sounds to letters. There are many opportunities for children to achieve this. For example, through the children's registration system.

The third key issue asked the setting to consider how to increase staff's knowledge of the use of everyday activities and routines to help children develop their understanding of number through practical problem solving. Children achieve very well in this area, demonstrating their skills in number problem solving.

The setting was also asked to increase staff's knowledge so that they can provide opportunities for children to link sounds of the alphabet to letter formation and provide greater challenge in group sessions for the more able children to experience wider use of verbal communication. Children achieve well in this area with opportunities for children to learn through play, for example, taking the lead during group singing.

The final key issue asked the provider to provide opportunities for children to understand the changes that occur in their bodies following physical exercise. The staff have meaningful conversations with children as they ask them questions which prompt discussion.

### **Complaints since the last inspection**

Concerns were raised in May 2005 regarding inappropriate staffing ratios. This concern relates to National Standard 2: Organisation. We asked the provider to investigate and report back to Ofsted within 10 working days. The provider reported that the children aged under two years were amalgamated together and that the appropriate staffing ratios were maintained. This was evidenced by the child and staff registers. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern, and the provider remains qualified for registration.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### 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):

- improve further upon the risk assessments
- improve documentation, which is required for the efficient and safe management of the provision with particular reference to updating policies.

#### 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):

- improve the system in place to ensure assessment is sufficiently detailed for all children

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](http://www.ofsted.gov.uk)