

ANKA Childcare Centre

Inspection report for early years provision

Unique Reference Number	228928
Inspection date	04 February 2008
Inspector	Shirley Delaney
Setting Address	12 Hall Road, Handsworth, Birmingham, West Midlands, B20 2BQ
Telephone number	0121 551 9990
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Registered person	Norma Gordon and Mrs Angela Williamson
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?

ANKA Childcare Centre opened in 1999. It operates from the ground floor of a converted residential property. It is situated on a residential estate in a culturally diverse area of Handsworth, Birmingham. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00. All children have access to an outdoor play area.

There are currently 16 children on roll. Of these 2 children receive funding for early education. Most of the parents whose children attend the nursery live in the local area. The nursery supports a number of children who speak English as an additional language.

The nursery employs six staff, all of whom hold an appropriate early years qualification. The nursery receives support from an advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children's health is promoted because staff follow hygiene routines. For example, they wash their hands before preparing food, clean tables before mealtimes and strictly follow nappy changing procedures. Staff promote older children's self-care skills, as they support them to use tissues to wipe their noses and dispose of soiled tissues in the bin. Children are in a habit of washing their hands before snacks and after toileting, which helps them to develop an awareness of personal hygiene.

Older children are provided with nutritious lunchtime meals and healthy snacks which are prepared on site, and arrangements are made with the parents of young children for their meals to be provided from home. However, drinks are not always made easily accessible to children so that they can choose to have a drink when they need one and keep themselves well-hydrated.

Procedures are in place to promote children's health such as accident and medication procedures and sufficient staff hold current first aid certificates, to ensure that the group is always adequately covered to promote children's health.

Babies' routines are followed and young children rest and sleep according to their needs promoting their well-being. Older children take part in regular physical play opportunities. They are able to practise large physical skills through the use of space and equipment in the conservatory. They practise skills of throwing, catching, jumping and balancing whilst playing with balls, hoops and bean bags and develop their skills in pushing, pulling and pedalling when playing with wheeled toys. These opportunities are also available to children when they make use of the outdoor play area, where they are also able to run around in a wide open space. The outdoor play space is also used to promote older children's awareness of growing plants and food as they cultivate food stuff such as tomatoes and other plants.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

There are systems in place to maintain children's supervision and security within the nursery building. The entrance and playrooms are monitored by closed circuit television (CCTV) and close attention is paid to monitoring access to the building. Parents are given entry via an intercom system and visitors are allowed entry once their identity is established and they are requested to sign the visitor's book. However, damage to the fencing around the perimeter of the children's play area fails to ensure that the outdoor play space is appropriately enclosed to assure children remain on site and cannot leave the premises unattended.

Fire drills are completed regularly with children, which helps them to be familiar with the process for evacuating the building safely in the event of an emergency. Some aspects of children's safety is generally promoted as consideration is given to maintaining toys and resources in a safe condition and play space in each room allows children adequate space to move around safely. However, whilst staff have an awareness of checking the areas used by the children for hazards, risk assessments are not comprehensively completed and action is not always taken to minimise identified risks. As a consequence some hazards remain accessible to children.

Staff have a suitable understanding of their role in relation to child protection. Children's welfare is promoted as staff know who to report their concerns to and procedures to be followed when referring concerns to external agencies.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children are generally settled and secure in the nursery, where they develop a sense of belonging through their awareness of established routines. Children are happy and build trusting relationships with the staff which helps them to feel relaxed and confident to become involved in the range of activities made available to them. The 'Birth to three matters' framework is incorporated into the setting and this supports young children's care and learning needs. Staff working with young children provide a range of resources for children to make choices from and plan a range of sensory experiences. For example, planned activities include access to treasure baskets filled with items of different textures, such as fir cones and bath scrunches. The accessibility of resources and activities offered promotes independence, creativity and exploration. The young children and babies are supported by staff interaction in their play and receive comfort and hugs from staff who are receptive to their needs. The staff also respond positively to the children's non-verbal communication and promote their verbal communication through sharing books and singing sessions. Babies also benefit from routines that are consistent with their individual requirements.

School age children attending the group have access to a range of activities alongside pre-school children. They enjoy a range of experiences and have a particular fondness for using the computer equipment.

Nursery education.

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals as staff working with pre-school children demonstrate some knowledge of the Foundation Stage curriculum. However, the plans formulated for children's learning, are not sufficiently well organised to reflect the needs of funded children and are not linked to the stepping stones. Assessments are utilised within the setting, but they are not up to date in order to provide useful information to inform future plans for children's learning. As a consequence the processes in place do not ensure that all children are sufficiently challenged in their learning. The learning environment does not allow children to make free choice and follow their own themes of learning and at times funded children are not stimulated by the resources and activities they can access and lack focus to their learning.

Children have opportunities to explore features of the local environment such as occasional visits to the local park and the library. Their interest in nature is cultivated through activities such as planting seeds and growing plants. The children learn about the world around them from planned activities, as they become involved in activities associated with different cultural and religious festivals such as Pancake day, Easter and Black History Month which aids their children's understanding of diversity.

Children have opportunities to use their senses through access to play materials such as sand, water, ice and pasta play. They use their imagination when acting out various roles whilst wearing dressing up clothes. The children demonstrate confidence with information technology, for example, they skilfully use the mouse when using computer equipment and are keen to use recording equipment independently.

There are opportunities for children to recognise numbers and to use numbers in practical situations. Pre-reading skills are developed as the children sit and enjoy listening to stories. They join in with repetitive and familiar parts of the story and answer questions posed by staff. Children have access to books which they learn to handle with care, and they have opportunities to recognise letters of the alphabet, in particular those in their own name.

Helping children make a positive contribution

The provision is satisfactory.

Children are generally well-behaved, they respond positively to staff who remind them about expectations for their behaviour and ask them to be careful and considerate of others. For example, they ask children not to hit others and support children to share and take turns by helping them to see the needs of others. The children are aware of the routine and know what is expected of them. They are actively involved in helping to tidy up toys after they have finished playing with them and sit as a group when requested, such as at story times. Staff's approach to behaviour management fosters children's confidence and self-esteem as they consistently praise children and acknowledge their efforts.

Staff demonstrate a positive approach to working in partnership with other professionals and parents to promote the inclusion, welfare and development of children with learning difficulties and/or disabilities. There are opportunities during general conversation for children to compare aspects of their home life with that of others and for staff to offer explanations in respect of the world around them. Children develop awareness of their local community through discussion, activities and outings such as visits to facilities in the local area. Their awareness of the wider environment is promoted by organised trips such as outings to the Sea life Centre, Nature Centre and Think Tank. The children have access to a range of resources such as small world play, role play, puzzles, posters and books which promote equal opportunities and take part in a range of planned activities and events which promote their awareness of their own and other people cultures. Children's spiritual, moral, social and cultural development is fostered.

All parents have access to information about the group's policies and procedures and are requested to share information about their child on admission. Daily discussion and the provision of a daily lunch record sheet provide parents with information about their child's care and involvement in activities during that day. This promotes consistency of care for the children. Parents are able to become involved in the group through accompanying their children on outings.

Partnership with parents and carers of funded children is satisfactory. Parents are informed about the range of activities their children are involved in, through daily information and an annual list of planned events. Information is shared with parents about their child's progress and achievement in the group, during their attendance at parent's evenings. The parents also have the opportunity to make comments on the nursery by posting their suggestions in the comments box.

Organisation

The organisation is satisfactory.

The available space allows children sufficient room to move around and play unencumbered. However, the organisation of the areas used by pre-school children does not allow them freedom to explore and investigate the environment fully.

Policies and procedures underpinning the care provided in the group are in place. However, they are not always consistently applied as a member of staff who has not completed the checking process was observed to be left unattended caring for children. Most required documentation is available for inspection, for example, parents and children's information and records of attendance are well-organised and stored securely. However, some staff records are not held on site, and this does not fully support children's welfare and safety.

The leadership and management is satisfactory. The management works alongside the staff in a supervisory role and supports staff by putting forward ideas, becoming actively involved in staff meetings and facilitating in-house training. Staff appraisals are conducted which identifies the training needs and the strengths of individual members of staff. Staff access training which is organised to take place in-house and through accessing external courses, depending on identified needs.

In order to improve the quality and standard of the nursery education, support has been sought from external agencies. This enables the staff group to further identify strengths and weaknesses and take action to address any weaknesses identified. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the provider agreed to: conduct a risk assessment of the outdoor play space, and address all hazards identified; ensure the space is adequate for the numbers of children in the baby and toddler rooms; contact Environmental Health regarding the nappy changing facilities in the baby and toddler rooms; conduct a risk assessment of the nappy changing routine and address all hazards identified; ensure staff are consistent in promoting good health and hygiene practices within the daily routine; and ensure the needs of all children are met with regard to privacy during toileting and nappy changing.

Since the last inspection the provider has taken some action to address the recommendations. Additional space has been made available to babies and toddlers by moving low-level barriers and making use of the space in the conservatory. Issues relating to nappy changing and toilet facilities were resolved through liaison with the Environmental Health department, the establishment of policies and organisation of the collection of clinical waste. As a result, children's health is more adequately promoted. Risk assessments developed include the outdoor play space, however, risks are not always identified and minimised in order to effectively promote children's safety and has been taken forward as a recommendation following this inspection.

At the previous nursery education inspection the provider was asked to; provide children with opportunities to experience communication and technology mediums; develop children's skills and learning in maths particularly calculation; and provide children with opportunities to develop skills and learning in reading and writing for a purpose.

Since the last inspection some action has been taken to make improvements, for example, children now have access to computer and audio equipment, which promotes their understanding of information technology and how things work. However, there have been no marked changes in the other areas identified. Recommendations relating to improving planning for children's learning following this inspection incorporate promoting these aspects.

Complaints since the last inspection

Since 1 April 2004 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.

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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):

- provide children with independent access to drinking water
- improve how risk assessments are completed to ensure that hazards are adequately identified by staff and action is taken to minimise risks, including maintaining security in the outdoor play space
- improve procedures in place for keeping staff details on the premises
- improve procedures in place for ensuring that staff who have not been fully vetted are not left unattended caring for children.

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 assessment processes to provide up to date and accurate information of children's learning needs
- demonstrate that information gained from assessments influences future plans for children's learning and that plans are differentiated to meet the children's needs
- provide more balance between child initiated activities and those planned by adults to enable children to follow activities they plan or initiate for themselves
- improve the learning environment to provide children with more opportunities to explore, experiment, plan and make decisions for themselves.

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