

# Anka Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	229014
<b>Inspection date</b>	14/04/2010
<b>Inspector</b>	Jennifer Turner
<b>Setting address</b>	23 Lozells Road, BIRMINGHAM, B19 2TL
<b>Telephone number</b>	0121 515 2538
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Anka Day Nursery registered in 1985. It operates from a first floor building of a converted church hall on the Lozells Road in Birmingham. There is a small enclosed area available for outdoor play. The nursery serves the local and surrounding areas.

The nursery 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 nursery currently supports a number of children with special education needs and/or disabilities, and children who speak English as an additional language.

The nursery opens five days a week all year round, except for bank holidays. Sessions are from 8.00am until 6.00pm Monday to Thursday and from 8.00am to 5.30pm on a Friday.

Twelve full-time staff work with the children, all of whom hold an early years qualification to level 3. The manager and co-ordinator have an early years degree. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a good knowledge of each child's individual needs to ensure they promote all aspects of children's welfare and learning. They plan and provide a broad range of activities and most are challenging and enjoyed by the children. Provision for children's health, emotional well-being and helping them make a positive contribution is good. All children show a sense of security within the setting and are kept safe, secure and fully safeguarded. Effective partnership with parents and other agencies contributes significantly to ensuring that the needs of all children are well met and they receive any additional support they need. Regular self-evaluation ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all its users.

## **What steps need to be taken to improve provision further?**

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure children have regular access to fresh drinking water (Safeguarding and promoting children's welfare). 24/05/2010

To further improve the early years provision the registered person should:

- develop further how the information gathered from observation and assessment is used to influence future plans for children's learning and development, to support children to reach their full potential

## **The effectiveness of leadership and management of the early years provision**

There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff understand their role and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably qualified and experienced. All records policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. A well motivated staff team give good priority to keeping children safe through conducting regular risk assessments of the environment and when the children are out on outings.

Adults' good knowledge of the learning and development and welfare requirements and the Early Years Foundation Stage Practice Guidance helps promote children's learning and development. The open plan environment is interesting, welcoming and reflects the children's backgrounds and the wider community. Staff plan a range of activities for children which include all areas of learning and focus on developing children's interests. The staff are currently at different stages of developing effective systems for using the information gathered through observation and assessment to identify next steps for children's development and learning to ensure that future plans are based on children's individual learning needs. As a consequence the processes are not fully in place to support each child reaching their full potential.

The nursery builds good foundations for future success in the care and education of children. They employ a whole setting approach and work collaboratively as a team and actively seek the views of parents through questionnaires. They recognise the value of continuous quality improvement through self-evaluation and informed discussion to identify the strengths and priorities for development that will continue to improve the quality of provision for all children. Partnership with parents and carers is very well established and ensures each child's needs are met. Parents receive detailed information about the early years provision and its policies. They are kept well informed about the children's achievements and progress and are actively encouraged to be involved in supporting their children's learning and development. This two-way flow of information means staff can build close relationships with parents and can offer advice and support on how best to support their children's learning. Partnerships with other agencies are effectively established to help support children with special educational needs and/or disabilities.

## **The quality and standards of the early years provision and outcomes for children**

Children are welcomed into a learning environment that encourages a positive attitude to learning through providing a good range of activities and experiences. The well experienced staff work well together to support the children's learning through planning around the six areas of learning to ensure children make good progress towards early learning goals. All children, including babies, make good progress in their learning. Good emphasis on the children's personal, social and emotional development ensures all children develop close, warm and caring relationships. Children are able to develop a positive sense of themselves and others as they are able to express their ideas and feelings, through planned activities and discussions with staff. They show a good awareness of responsibility within the setting as they quickly help tidy up ready for dinner. There are high expectations of behaviour and children develop good habits due to the constant praise and encouragement they receive.

Children's communication language and literacy is supported well. The environment incorporates early writing skills through everyday play and activities and children enjoy mark-marking as they write and draw. A wide selection of books incorporated in the book area and regular story and singing sessions gives children daily opportunities to share and enjoy books, music and songs. Children benefit from time to develop spoken language through sharing conversations both one-to-one and in small groups and between the children themselves. They talk about finding spiders at home and about events in their lives. Children enjoy taking the community bear home at the weekend and they talk about their adventures. They successfully develop skills that contribute to their future economic well-being, through making good progress in all areas of learning and through demonstrating an understanding of the wider world through their play and communications.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. They explore and investigate the natural environment. Children engage in a good range of meaningful experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. Children are introduced to a range of cultures and religions through stories, music, dance and foods and a variety of resources in their play. Children's problem solving, reasoning and numeracy is building well as they seek patterns, make connections and recognise relationships through finding out about and working with numbers. They count as they hop around the room, sorting and matching cards as they challenge staff to a game of snap. Children enjoy the wide range of opportunities to express their creativity through experiencing a variety painting, using a range of arts and crafts as well as using their imagination during role play activities.

Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. They understand about the need for space and being careful when using certain equipment such as scissors. Children have opportunities to practise fire drills and they learn about road safety. Older children show a good understanding of health eating. All

children are provided with well balanced, healthy and nutritious meals and snacks that are freshly prepared on the premises. However, fresh drinking water is not readily available to ensure they are kept hydrated. Children have access to opportunities to use a range of equipment, such as wheeled toys, resources for balancing and equipment to encourage skills in throwing, catching and cooperating with others in group games. Trips to the local park give them access to large equipment to practise and develop skills in climbing and swinging. This helps children develop a positive approach to taking exercise and adopting a healthy lifestyle.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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