



## **SADWICA Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	255148
<b>Inspection date</b>	16 May 2006
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<b>Registered person</b>	Sandwell & District West Indian Community Associat
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Sadwica Nursery has been registered since 1999. The nursery is based in a large Victorian three storey terrace house on the outskirts of West Bromwich Town Centre. It operates from 4 main care areas on the ground and first floor of the premises. There is a large enclosed outdoor play space.

There are currently 33 children from birth to five years on roll. This includes eight funded three and four year olds. Children attend for a variety of sessions. The nursery supports children with special needs and children who speak English as an additional language.

The nursery operates from Monday to Friday, all year round, from 07:30 to 18:00. It is closed for statutory Bank Holidays. The nursery also operates an out of school service and mobile crèche service called "Play as you go".

There are 10 members of staff working directly with the children; of these, eight hold appropriate early years qualifications and the others are currently working towards relevant qualifications. The nursery offers placement opportunities to students on childcare courses.

The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP) and the advisor from the Special Needs Service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children stay healthy because staff follow environmental health guidelines regarding hygiene practice, such as use of disposable gloves and aprons for nappy changing. Children know when to wash their hands after going to the toilet.

Procedures are in place to ensure children are cared for appropriately if they are taken ill or have an accident. Babies' and toddlers' individual sleep needs are well respected because a quiet area for rest is provided. Children are given their 'comfort toys' at nap time and sleep checks are recorded by staff. This ensures that children are content and safe whilst sleeping.

Children enjoy physical exercise and this helps contribute to a healthy lifestyle. The outside play area is inviting, with murals painted on the walls and offers a range of opportunities for children to develop physical skills such as climbing, pedalling and running. Babies are learning to acquire physical skills such as crawling, climbing and balance because they have regular access to toys and resources that encourage mobility skills. They crawl and walk with speed and skill around the brightly decorated play room. Older children use a wide range of indoor and outdoor equipment including scissors, paint brushes, 'play dough' cutters and bikes. This helps to develop their gross-motor and coordination skills.

Children's health and dietary needs are met because they are provided with a variety of meals and snacks. However, the organisation of mealtimes does not always meet children's individual needs, such as children are only offered forks to eat their meals. They are learning about healthy eating because they talk about fruit being good for them. Drinks are readily available, which encourages children to have sufficient fluids. Children's individual needs are discussed with parents and staff record details

of any specific requirements or allergies.

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

The provision is inadequate.

Children are cared for in a secure environment which is effectively organised. They have access to a wide range of safe and appropriate toys and resources. Children move freely around the premises because staff carry out some risk assessments, although these are unclear and inconsistent. Consequently, not all staff are fully conversant with the health and safety policies, procedures and regulations and the risk assessment is not updated to include new equipment and is not reviewed regularly. This compromises children's safety.

Children are beginning to learn to keep themselves safe and developing an awareness of fire safety through regular fire drills. They participate in trips which are well-organised and take part in topics that teach them about transport and road safety. This helps children to begin to take responsibility for themselves and others. Access to the premises is monitored and staff check identification of all visitors. Attendance records are accurate because children are signed in and out. This helps ensure children's safety in the event of an emergency.

Children are adequately protected from potential abuse or neglect because staff have participated in child protection training and procedures are displayed for parents. However, child protection reporting procedures are not fully covered in the induction programme, limiting the efficient reporting of concerns and compromising children's safety.

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

The provision is satisfactory.

Children arrive at the setting happy and enthusiastic. They eagerly initiate conversations about their day with staff and the other children. Children get on very well together and are confident in their relationships. They are courteous to each other, saying 'excuse me', 'please' and 'thank you'.

Babies and toddlers are happy and content and respond well to the stimulating environment. They enjoy activities such as finger painting, sand and water play. Staff are beginning to plan activities for babies and toddlers in line with the 'Birth to three matters' framework, ensuring activities are appropriate for babies' and toddlers' age and stage of development. Children have sufficient toys and equipment because staff have a sound understanding of how to meet their needs. Children's self-esteem and confidence is enhanced by staff's use of praise and encouragement. Children are praised for effort and good listening. Staff respond promptly and with genuine interest to children's questions and conversations about their homes and families. This helps children to feel valued and appreciated.

Nursery Education.

The quality of teaching and learning is inadequate. Whilst some staff have a sound knowledge of the Foundation Stage and early learning goals, other staff's knowledge is limited. Contingency arrangements to cover staff absence hinder progress as the quality of teaching varies considerably dependent upon who is on duty. For example, during a 'linking sounds and letters' activity, children clearly demonstrated their learning. However, a 'pencil control' activity was poorly organised and involved 9 children sitting around a table, which resulted in them knocking into each other as they were too cramped. Children's progress is hindered as planning of activities is sporadic and not monitored by senior staff.

Staff are calm, patient & enthusiastic. They have trusting relationships with children and chat to children. Some staff interact effectively in their play and ask challenging questions, such as, "Why does the cook wear a hat?" during story time. Staff with responsibility for special needs and English as an additional language have a sound knowledge of the procedures and have developed effective relationships with parents and other professionals so that all children are included in all aspects of nursery life.

The learning environment reflects the local community and the wider world and is in the process of being re-organised into 'learning zones'. There is a selection of resources and equipment reflecting positive images and children paint with 'skin tone' paint. Staff manage children's behaviour well. Children are well behaved and encouraged to sit and listen at circle time. Children help each other to resolve disputes and staff use positive behaviour strategies such as negotiation and compromise.

Systems for planning are flexible and covers all areas of learning in the curriculum. However, planning is erratic, not always displayed in the playroom for staff to refer to and is not monitored by senior staff. Adequate systems are in place to observe, monitor and record children's achievements. However, systems for evaluating and reviewing planning and assessments are informal and do not always ensure information gained is used to help plan for the next steps of learning in all areas and provide sufficient challenge for all children. There is an appropriate balance between adult and child-led activities. However, strategies for monitoring staff, the curriculum, quality of teaching and children's learning are ineffective.

Children form sociable relationships with staff and each other. They have opportunities to share, take turns and cooperate with each other. Children show independence by self-selecting resources. Children communicate effectively, they say 'please' and 'thank you' and enjoy conversations with each other and staff at mealtimes about their favourite foods. However, opportunities for children to develop their independence skills at mealtimes are limited, for example, children do not set the table, clear away after meals, pour their own drinks or use a full range of cutlery. Children are confident speakers and communicate effectively. They ask for grapes at snack time and recognise a tangerine. They are linking sounds to letters and sound out words such as 'mum'. They know that 'm' is for mirror and mad. Children are starting to recognise their names by hanging coats on their peg when they arrive. Early writing skills are exploited such as activities for hand and eye coordination and using different writing materials including chalk. Older children practise writing skills and can write their names, with many letters correctly formed.

Children use mathematical language such as 'tall' and 'bigger' during construction play. Children see numbers around the room, including a number line, although this is not used sufficiently. Children do not use simple calculation and problem solving in every day practical activities and routines such as mealtimes. Children are beginning to recognise shapes that are displayed within the room and the shape of the month is a 'square'. Children have a sense of place and talk about significant events in their lives, such as birthday parties and their favourite food. Children are beginning to gain some knowledge of different celebrations and festivals through themed activities. There are few opportunities for them to observe, explore and investigate their environment, and resources to support this learning such as magnifying glasses, simple tools, maps and cameras are limited. Children show some interest in technology as they have access to a computer, although this is used infrequently.

Children learn to move in a variety of ways such as climb, run and cycle. They are beginning to develop physical control of their bodies as a child talks about being able to waggle her tongue. They can adjust their speed when playing outside and avoid obstacles and each other. Children have opportunities to be creative through activities such as painting and exploring malleable materials including dough and corn flour. They work in large scale having contributed to a display about 'our different skin tones' and small scale having made 'collage trees'. Children use their imagination in art by painting pictures of 'people who love them'. These include details such as spiky hair and spotty dresses. They enjoy dressing-up and pretending to be princesses, although the overall organisation of the learning environments curtails children's progress.

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

The provision is satisfactory.

Children are welcomed into the nursery and cared for by attentive staff. Staff recognise the importance of building children's self-esteem by appreciating their contributions, achievements and displaying their work, such as the 'people who love us' display. They are developing respect for others because they take part in activities that encourage working together such as dressing-up. Children understand responsible behaviour and help each other resolve disputes. This is because staff have consistent expectations about acceptable behaviour. They receive appropriate support from staff and are given time and space to join in with activities.

Children are beginning to understand their own needs and respect the needs of others because they have access to a selection of positive image resources, including 'skin tone' paint and cover topics that look at other cultures and celebrations. This ensures that children's spiritual, moral, social and cultural awareness is fostered.

Partnership with parents and carers regarding nursery education is satisfactory. They are given information about the early learning goals and stepping stones. There is an effective partnership with parents throughout the rest of the nursery. This ensures that children are happy and confident during their time at nursery. Staff are approachable and liaise with parents through daily diaries which enables appropriate

care to be given, such as babies' routines. Staff welcome parents into the setting. However, systems for seeking all parents' views regarding the quality of day care and education, such as questionnaires are limited and not followed up sufficiently. The quality of information parents receive regarding children's progress is mediocre due to the inconsistent assessment systems. Policies, procedures and other relevant information are available to parents

## **Organisation**

The organisation is inadequate.

Children enjoy attending this friendly nursery. Children participate fully in activities because space and resources are well-organised. Staff are happy, motivated and work well together as a team and aim to provide a happy environment in which children can play. However, not all the necessary policies and procedures are in place to promote the welfare, care and learning of children. Procedures to induct staff are limited and do not ensure they are clear about their roles and responsibilities. Recruitment and vetting procedures are in place although, evidence of checks having been completed is inconsistent. The senior management team do not have a secure knowledge base of child care regulations and the National Standards. This was illustrated by them operating a mobile crèche service based at the nursery, without a registration certificate.

Leadership and management is inadequate. The nursery has been through a difficult phase and as a consequence is in the process of being reviewed and reorganised. This contributes to children making inadequate progress towards the early learning goals. Planning for children receiving nursery education and systems to observe and assess children's progress are erratic and not understood by all staff. Staff's knowledge and expertise in the Foundation Stage is inconsistent. Currently strategies for monitoring staff, the curriculum and quality of children's learning are ineffective. This means that overall the provision does not meet the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The nursery has made satisfactory progress in addressing the previous recommendations set at the last inspection, having reviewed the policy on 'lost and uncollected children'. However, the action generated relating to child protection at the complaint visit on 21/12/2006 has only been partially addressed. This compromises children's safety and is therefore carried forward as an action from this inspection.

## **Complaints since the last inspection**

In December 2005 Ofsted received information in relation to National Standards 1 (Suitable person) and National Standard 13 (Child Protection) concerning a failure to inform Ofsted of a change of manager and a failure to follow Local Safeguarding Children Board guidelines in the management and referral of a child. Ofsted investigated by inspection and found that the nursery did not have a designated

manager and was being managed by four deputy managers, staff had a poor understanding of appropriate child protection procedures, the nursery's written child protection procedures did not meet Area Child Protection Committee guidelines and nursery procedures for recording significant events were inadequate. Ofsted had not been informed of the changed management structure or about the child protection referral. Ofsted agreed 6 actions requiring the provider to meet these requirements and to provide action plans to Ofsted detailing how these will be achieved. The provider has responded in writing and provided the required information, new child protection and incident recording procedures. The provider remains qualified for registration.

## 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure all day care that runs for more than 2 hours a day on any premises for children under 8 is registered
- ensure that there are effective procedures in place for checking that staff are suitable to work with children
- ensure all staff have induction training which is reviewed and includes health and safety and child protection
- ensure that staff are aware of and comply with, health and safety policies, procedures and regulations and that the risk assessment is reviewed and updated
- review the organisation of mealtimes to ensure it meets children's individual needs.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person



**must** take the following actions:

- increase staff knowledge of the foundation stage and improve the quality of teaching to enable staff to re-organise the learning environment and plan activities in all areas of learning
- ensure planning and assessment systems are monitored and reviewed so as to maximise opportunities for all children to promote independence, practice informal calculating, explore, investigate, use the computer and be sufficiently challenged
- evaluate planning and children's assessments in childcare and education to ensure information gained is used to help plan for the next steps of learning in all areas and this information is shared with parents
- ensure parent's views are sought in monitoring and evaluating the quality of the day care and nursery education.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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