



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 229031

DfES Number: 533464

### INSPECTION DETAILS

Inspection Date	11/03/2004
Inspector Name	Zaida Parveen

### SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Handsworth Day Care Centre
Setting Address	34 St. Peters Road Handsworth Birmingham West Midlands B20 3RR

### REGISTERED PROVIDER DETAILS

Name	The Committee of Handsworth Day Care Centre
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### ORGANISATION DETAILS

Name	Handsworth Day Care Centre
Address	32/34 St. Peters Road Handsworth Birmingham West Midlands B20 3RR

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Handsworth Day Care Centre Nursery and Out Of School Club has been registered 1971.

The nursery is a two storey building, children have access to both floors and fully enclosed out door play area. The out of school club have use of an adjoining building. The nursery consists of 3 playrooms and the club consists of 4 playroom. There are currently 15 grant funded children at the nursery.

The nursery is open between 07.30 to 18.00 and the out of school club between 07.30 to 08.30 and 15.30 to 18.00.

The nursery and out of school welcome children from all backgrounds and is open to the local community.

The nursery supports children with Special Educational Needs and children with who have English as a second language.

Five staff hold a relevant Child Care qualification. An Early Years teacher mentor supports the nursery. Three staff speak community languages, Urdu and Punjabi.

### How good is the Day Care?

Handsworth Day Nursery provides satisfactory care for children.

The environment is welcoming to parents with positive image posters and children work displayed around the nursery. The setting is generally organised and staff have effective systems for communication. Staff are clear about their responsibilities and work together. Space is organised between the two rooms to allow children to move freely between activities. The setting has a range of toys and equipment that are rotated to ensure children have a variety of experiences. However positive images that promote disability are limited. All documentation is maintained appropriately and paperwork is stored securely.

Satisfactory attention is given to health and safety issues and risk assessments are regularly reviewed but not recorded in the nursery, only in out of school club. Satisfactory hygiene standards are in place and accidents are accurately recorded but not always to the standard required. Children are treated with equal concern and staff consult parents regarding children's individual needs. Staff have a satisfactory understanding of issues relating to child protection.

Staff provide children with a range of planned activities and opportunities for free play within the nursery and out of school club. They support children's learning through involvement in their play.

Independence is encouraged to most children during routine activities such as snack and lunch times. The management of behaviour is calm and consistent and staff offer clear explanations to children.

Partnership with parents is satisfactory, staff make time each day to ensure parents are fully informed verbally of all information relating to their child via the parents notice board, newsletters and two parents evenings a year.

#### **What has improved since the last inspection?**

not applicable has no actions were raised in last inspection.

#### **What is being done well?**

- The nursery have good relationships with children, and meet their individual needs. There is a wide range of toys and equipment which are stimulating and interesting.
- Children are able to self-select toys.
- There are good procedures for behaviour management, child protection and health & safety.
- There is satisfactory partnership with parents, who are kept informed and are encouraged.

#### **What needs to be improved?**

- resources that reflect disability,
- books to be maintained in good condition
- availability of menus for parents
- staff's awareness of children's dietary requirements
- risk assessment and implementation of making hazards safe
- recording of risk assessment
- siting of nappy changing area

- parents signature on arrival and departure at the nursery
- record of fire drills in log book.

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure recording formats that parents sign on arrival and departure are completed.
4	Ensure nappy changing area conforms to Health and Safety requirements.
6	Ensure risk assessments are carried out and recorded appropriately, and hazards found are made safe.
7	Ensure fire drills and accidents are recorded appropriately.
8	Ensure the menu is available to parents.
9	Extend the resources that reflect disability.
9	Ensure staff are aware of children's dietary requirements.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Handsworth Day Care Centre offers acceptable education provision for children, however has some significant weaknesses.

Staff and children are building positive relationships with each other. Staff have high expectations of children's behaviour and this is borne out by their conduct during the inspection. However, the limited range of activities offered at any one-time results in an environment that does not always engage or sustain children's interest. An over emphasis on structured group work restricts the opportunities for practical, child-initiated learning and fails to develop children's learning through play.

Although staff attend on-going training in the Foundation Stage, this is not always put into practice. Staff have a tendency to work alone rather than as a team, this leads to a lack of focus, and learning for the children for some activities. Limited staff awareness of individual children's abilities impacts on how effective the planning can be when preparing activities to challenge them.

Leadership and management is generally good. The manager works daily with the staff and supports them by carrying out regular meetings to evaluate, and plan the next theme. Staff are supervised on a monthly basis, and appraisals are conducted six monthly. A Teacher Mentor from the EYDCP also supports the manager and staff.

Detailed information about the routine and topics covered is shared with parents and their involvement encouraged. Parents evening take place three times a year to allow parents to discuss their children's progress and achievements. The nursery operates an open door policy for parents to be able to discuss issues and concerns with their child's key worker.

### What is being done well?

- Staff provide a friendly, caring environment where children are encouraged to take turns and share with each other. The behaviour and attitude of the staff ensure that children have positive role models to follow.
- Children enjoy physical play both indoors and outdoors. They engage in a variety of activities that challenge and extend them supported by a wide selection of equipment.
- Staff work well with parents and encourage them to become involved with their child's learning. Regular newsletters are distributed informing parents of the current topic their children are working on. Open evenings are arranged when parents can discuss their child's progress in detail with the key worker.

**What needs to be improved?**

- Staff's knowledge and understanding of children's learning through experiential, child initiated activities
- Planning to clearly identify the learning intentions for activities
- The daily routine of the nursery to reduce the disruption to children's concentration and interest
- The organisation of furniture and resources to offer more opportunities for children to self select and make best use of the range of learning materials in comfort
- Children's learning, particularly in mathematics and communication, language and literacy through the use of freely chosen activities
- Opportunities for children to develop imagination and creativity spontaneously
- The recording and assessment of children's progress to inform future planning for the next step in each child's development.

**What has improved since the last inspection?**

The nursery has made limited progress since the last inspection, however serious weaknesses in teaching and learning remain. Children now have access to resources in a designated maths area which help to develop mathematics.

Children are able to access resources more readily.

Children's names, and different examples of print are around the setting. Writing areas need further development.

Staff are planning and writing observations on the children, however these are not used to inform children's next stage in learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to form positive relationships with their peers and adults. Many of the older, more confident children work together, however some younger less able children are still finding their place within the group. Children manage their own personal hygiene well and are fully aware of why they follow these routines.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Whilst older, more able children are confident speakers and are encouraged to use language to create their own stories and rhymes, younger children are overshadowed and become disinterested. Children make marks although this is usually done as a set activity and they do not fully develop an understanding of using writing for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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More able children are able to count beyond ten. Good one to one and small group activities extend children's individual understanding of addition and subtraction although the purpose of such activities is not always made clear to children. They do not often develop or consolidate mathematical learning during other activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to learn about other cultures and beliefs, and the world through planned activities. Although older, more able children operate information technology equipment with skill, some children lose interest when having to wait their turn as access is often part of a set group activity. Children can relate to the past and have an awareness of time.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in physical development. They move confidently round indoors and outdoors using a range of equipment that offers a challenge to more able, confident children. Children do not always have free access to a suitable range of small tools such as scissors and modelling mediums to develop fine motor skills.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
There are significant weaknesses in children's creative development. They have limited free access to appropriate resources to express themselves spontaneously. Children are not able to fully express themselves creatively due to adult over direction. Older, confident children engage in role play and enjoy musical activities.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop staff knowledge and understanding of children's learning through experiential, child initiated activities;
- improve the planning to clearly identify the learning intentions for activities;
- review the daily routine of the nursery to reduce the disruption to children's concentration and interest;
- improve the organisation of furniture and resources to offer more opportunities for children to self select and make best use of the range of learning materials in comfort;
- develop the use of freely chosen activities within the daily routine to extend children's learning, particularly in mathematics and communication, language and literacy;
- improve opportunities for children to develop imagination and creativity spontaneously;
- review the recording and assessment of children's progress to inform future planning for the next step in each child's development.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*