



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 229014

DfES Number: 533479

INSPECTION DETAILS

Inspection Date	03/02/2004
Inspector Name	Susan Rogers

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Anka Day Nursery
Setting Address	Lozells Road Lozells Birmingham West Midlands B19 2TL

REGISTERED PROVIDER DETAILS

Name	The Committee of Anka Day Nursery 1044598
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ORGANISATION DETAILS

Name	Anka Day Nursery
Address	23 Lozells Road Lozells Birmingham West Midlands B19 2TL

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

Anka Day Nursery opened in 1985. It operates from a converted church hall on the Lozells Road in Birmingham. The nursery serves the local areas of Birmingham Lozells and Aston.

There are currently 23 children from 0 to 8 years on roll. This includes 5 funded 3 year olds and 7 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week all year round. 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 have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a level three qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Anka Children's Day Nursery offers good quality childcare for children. The premises are warm and welcoming and are suitably heated and ventilated. There is good organisation of space. Effective use of the limited environment ensures that children are cared for in age specific areas. The staff ratio is generous and all staff having unsupervised contact with children are cleared. Toys are in good condition and accessible to the children. Resources are varied and staff use these well to challenge children's learning. Documentation is well presented and children's details are stored securely

Staff have a good awareness of special needs and are confident in accessing appropriate support from outside agencies. Staff have attended specific training for children with special needs. Staff are caring and are aware of the individual needs of

all the children. Children are happy and well motivated and benefit from stimulating activities that are well suited to their age and ability. Children mostly behave well. Staff are skilled at managing challenges and use a variety of sensitive techniques to ensure children are encouraged to behave in a positive way.

Regular risk assessments are completed and most of the well-established routines are safe. Most of the routines are effective at preventing infections. Children who are ill whilst at nursery are well cared for by sensitive staff. Staff are vigilant of children's safety through their observations and guidance. Staff are skilled at identifying potential hazards to children. The children have regular access to drinks and snacks. Access to the premises is closely monitored.

Partnership with parents is very good. There is a relaxed comfortable atmosphere where the parent's role is valued and supported. There is a regular exchange of information between staff and parents regarding the progress of their child.

What has improved since the last inspection?

Not applicable as this is the first inspection.

What is being done well?

- Partnership with parents is very good there is an informative notice board for parents and parents have access to regular newsletters about the setting. Parents are warmly welcomed into the setting by friendly caring staff. The parent's role is valued and staff are effective in their support.
- Staff manage children's behaviour well. Staff are skilled at using management techniques that are sensitive to the age and understanding of the child.
- Staff encourage children to behave in a positive way through praise and encouragement.
- The equipment is extensive with a wide range of toys and resources that provide a positive image of equality of opportunity. Staff use the equipment well and are able to provide a broad range of activities that stimulate the children.
- Staff are skilled at offering care that meets with the individual needs of each child. The activities are interesting and children are well stimulated and engaged throughout their day.

What needs to be improved?

- provision to parents of accessible information regarding what their child is going to eat at nursery.
- safe procedures for the evacuation of children in case of fire.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
8	Ensure that accessible information available to parents at the beginning of the day regarding the daily menu on offer.
6	Request and implement advice from the fire department regarding safe evacuation of the premises in case of fire.

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

How effective is the nursery education?

Anka Children's Day nursery offers day care where children are making generally good progress towards the early learning goals. Children are making very good progress in the area of creative development, and there is a very good partnership with parents and carers.

The quality of teaching is generally good. Sessions are generally well organised allowing staff to maximise their contact time with the child. There are however times where children are not fully able to access reading material when they are being taught in groups. Staff work well as a team and planning is specific to the age and ability groupings of the children. The children have regular assessments and their achievements are plotted against the stepping-stones.

Management and leadership is generally good. There is an effective management structure, allowing managers to have an effective overview and understanding of the provision. Staff have regular appraisals and there are opportunities for junior management to take on additional responsibilities. The administrative role is delegated to a specific member of staff.

Partnership with parents is very good. Parents are regularly consulted regarding the care their child receives through a regular exchange of information. There is an informative notice board that keeps parents up to date with the early learning goals and the current areas of learning.

There are regular opportunities for parents to become involved with nursery activities. Parents views regarding the service that is offered is regularly sought by means of parent questionnaires and parents evenings.

What is being done well?

- Children are confident in expressing their ideas through a variety of creative opportunities that are available. Children are confident in expressing their knowledge of music through singing and by using musical instruments both in free play and organised activities.
- Parents role is greatly valued and they are well informed of their child's progress. Parents are encouraged to participate in the education of their child through outings and links with the local Sure Start.
- There is an effective management structure where managers have a good understanding of the provision and the strengths and weaknesses of the staff. Management ensure that staff have a good understanding of the early learning goals through their support and regular training opportunities offered to staff.

What needs to be improved?
<ul style="list-style-type: none">● four-year-old children's independence in selecting some of their own resources and materials.● opportunities for children to link sounds of the alphabet to letter formation, and greater challenge in group sessions for the more able children to experience wider use of verbal communication.● extend the challenge for more able four-year-old children to experience understanding the more complex areas of calculation.● more challenge in children's understanding of aspects of the natural world.● opportunities for children to understand the changes that occur in their bodies following physical exercise.

What has improved since the last inspection?
Not applicable as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are mostly caring and considerate of one another and are sensitive of each other's needs. They are aware of how the individual can respond with different emotions and feelings. Children are able to work together effectively and with co-operation. There are however insufficient opportunities for the more able four-year-old children to collect and distribute resources during activities and during meal times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are beginning to write their names and can form letters through copying. They can recite rhymes and some children are able to construct narratives using their real and imagined experiences. Children enjoy stories and listen with interest. Some children are able to use a more extensive vocabulary and some children are confident in using descriptive wording. They have a limited understanding of the initial vowel sounds and in some group activities regarding the reciting of rhymes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count with confidence and can recognise numerals from one to ten. They are able to relate the use of counting to everyday events. Children are beginning to understand the concepts of calculation through addition and are able to use positional language to describe shape quantity and size. There are missed opportunities for children to experience to concept of subtraction thorough practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have the opportunity to explore the different roles that adults take in society. They have an understanding about how things work and react through a variety of experiences. There are opportunities for children to use everyday technology. The more able children are not provided with sufficient challenge when they demonstrate curiosity in aspects of the world around them.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are skilled in using a variety of small and large equipment that includes piping bags, scissors, paint and glue. Children are well co-ordinated they are aware of their own space and that of other children. Children have the opportunity to experience jumping, skipping and hopping and are able to apply this to structured activities. There are insufficient opportunities however to explain to children the changes that are evident in their bodies when they are exercising.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to experiment with, and use a range of paint, water and craft activities. They are confident in expressing their ideas and feelings in a variety of role-play situations and are confident in using their imagination. Children are able to sing songs as individuals and as part of a group. They are able to use musical instruments with confidence to accompany their singing and are able to match their movements to music.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- create greater opportunities at meal times and during organised sessions for the more able four-year-old children to select and organise some of their own resources and materials.
- 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.
- increases staff's knowledge of how to use every day activities and routines to help children develop their understanding of number through practical problem solving.
- increase staff awareness of how they can exploit children's natural curiosity to provide explanations, and therefore increase children's understanding of aspects of the world around them.
- provide opportunities for children to understand the changes that occur in their bodies following physical exercise.

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.