



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 228928

DfES Number: 533483

INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Patricia Dawes

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	ANKA Childcare Centre
Setting Address	12 Hall Road Handsworth Birmingham West Midlands B20 2BQ

REGISTERED PROVIDER DETAILS

Name	Mrs Norma Gordon and Mrs Angela Williamson
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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 1999. It operates in 2 rooms on the ground floor of a large house in Handsworth, Birmingham. The nursery serves the local area.

There are currently 20 children from 0-5 years on roll. This includes 2 funded three year olds. Children attend for a variety of sessions. The setting has the ability to support children with special needs or who use English as an additional language.

The group opens 5 days a week from 08.00 until 18.00 Monday to Thursday, and 08.00 to 17.00 on Friday all year round. There is also an out of school group operating daily from 15.00 until 18.00, and during school holidays.

There are 11 members of staff working both full and part time with the children. All staff have an early years qualification to NVQ level 2 or 3. The setting receives support from the Early Years development and Childcare Partnership.

How good is the Day Care?

Anka Day Nursery provides satisfactory care for children.

Staff offer a warm and welcoming environment where children feel secure and their individual needs are mostly taken into account. Staff know the children well and develop good relationships with them. All documentation is maintained well, up to date and in order.

The safety within the setting is adequate. Some areas for promoting health and hygiene are poor and are not reinforced through the daily routine. Staff have a consistent daily routine for eating, tidying up, playing and going out which encourages children to feel secure. Children are provided with regular drinks, meals and snacks, these are healthy and nutritious meeting all individual dietary needs.

Staff provide a wide range of interesting and stimulating activities both indoors and outdoors which promote children's learning and imagination in order to give them a wide range of experiences. They plan varied activities for children of different age

groups in order to promote their development. They spend a lot of time talking and playing with them and helping them to learn. Staff have a good understanding of equal opportunities. There is a range of toys available for children that promote equality of opportunity and anti-discriminatory practice. Staff manage children's behaviour with a consistent approach, which leads to positive behaviour being shown by the children.

Staff have good working partnerships with parents and ensures that the children are cared for in accordance with their parent's wishes. A comprehensive welcome pack is available to all parents. Information is shared with parents on a daily basis through daily verbal communication, and written newsletters.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A commitment to training is demonstrated by staff attending relevant courses to keep up to date with changes in current practice and legislation.
- Good relationships are promoted between staff, children and within the peer group. Staff know the children well, they are happy and well settled, and staff spend time talking to them and helping them to learn.
- A wide range of toys and activities are available, enabling children to make progress in all areas of learning. They play confidently with a good selection of play equipment from which they choose freely. A broad range of stimulating activities is offered.
- Individual needs of the children are met well with Staff supporting children by giving individual attention, and catering for children's needs through the daily routine.
- Clear instructions, praise, compliments and encouragement are given to the children and they respond well. Children behave well, take turns and share.
- Partnership with parents is good. Staff provide parents with a well-written parents handbook, which contains comprehensive information about the service offered. Staff cares for children in accordance with their parent's wishes and makes time to share information every day.

What needs to be improved?

- the safety of the outdoor play space
- the space ratio for 0-3 year olds is adequate
- the provision of nappy changing facilities within the baby room and toddler rooms
- the nappy changing routine with regard to children's safety

- the promotion of health and hygiene practices by staff
- the privacy of all children during toileting and nappy changing

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 must take the following actions by the date shown

Std	Action	Date
4	Conduct a risk assessment of the out door play space, and address all hazards identified.	01/05/2005
4	Ensure the space is adequate for the numbers of children in the baby and toddler rooms.	25/11/2004
4	Contact Environmental Health regarding the nappy changing facilities in the baby and toddler rooms.	11/11/2004
4	Conduct a risk assessment of the nappy changing routine and address all hazards identified.	25/11/2004

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

Std	Recommendation
7	Ensure staff are consistent in promoting good health and hygiene practices within the daily routine.
10	Ensure the needs of all children are met with regard to privacy during toileting /nappy changing.

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

How effective is the nursery education?

Anka Day Nursery offers acceptable provision overall, which helps children to make generally good progress towards the early learning goals, and very good progress in personal, social and emotional development and physical development.

Teaching is generally good in all areas. Staff have a good knowledge of the foundation stage. They plan an interesting and exciting range of practical activities, though disruptions can impact on children concentration and learning. Staff manage children's behaviour well and have high expectations and set clear boundaries. There is a good range of equipment to support children's learning in all areas. Staff use assessment records to identify the progress children are making towards the early learning goals. This is used well to inform future planning. The setting currently supports children with English as an additional language, and there is an effective system in place to provide good support. The key strengths in personal, social and emotional development and communication skills are due to the skilful interactions of the staff in engaging children in conversations and fostering their self-esteem.

Leadership and management are generally good. The nursery has the benefit of a strong management team and a committed staff group. They work well together and constantly evaluate their practice through monitoring and staff meetings. Good opportunities are provided for staff development. However the daily routine can have an impact on children's concentration during certain times of the day.

The partnership with parents is very good and contributes towards children's progress towards the early learning goals. Parents are well informed about the nursery ethos and curriculum. Children's progress is shared with parents and opportunities are provided for parents to view their child's assessment records and discuss issues with the key worker.

What is being done well?

- Children demonstrate good concentration in self-initiated and adult focussed activities. They are interested and motivated to learn as a result of the staff's consistent interest and engagement in their play. Some children are able to speak clearly and fluently.
- Children's personal, social and emotional development is very good. Children are confident, sociable and have caring relationships with each other and staff. They play well together and their behaviour is managed well.
- Staff makes very good use of the local environment to help children explore the natural world, learn about people and places and become familiar with their immediate surroundings. They have very good opportunities to learn how things work and why things happen.

- Staff create a well planned, stimulating environment where children learn through a wide range of practical activities. They set challenges for children that develop their thinking and imaginative skills during registration time and with consistent questioning during activities.
- Children's physical development is very good. They move well using various pieces of large and small equipment. They have a good awareness of space in relation to others
- The setting provides good quality information about the provision, and parents are well informed about their child's achievements and progress.
- Commitment to training is demonstrated by staff attending and keeping up to date with relevant courses.

What needs to be improved?

- the opportunities for children to develop skill and learning in reading and writing for a purpose
- the opportunities for children to experience communication and technology mediums
- the opportunities for children to develop skills and learning in maths particularly calculation
- The interference of children's learning and progress by daily routines and disruptions.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in expressing their needs and ideas and relate well to each other and adults. They are motivated, interested and involved in their play, which underpins their learning in other areas. Children are learning to negotiate well during play and work together in-group activities, solo or co-operative play. Children are showing an increasing level of confidence with personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and beginning to become fluent speakers. They engage easily in conversations with each other and with adults. Children are able to recall familiar stories and predict what will happen. Children are making marks, but opportunities to practice writing for a variety of purposes are limited. Children link sounds and letters and some recognise and attempt to write their first name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children count beyond ten and some recognise numerals to nine. Children learn about patterns and are developing an awareness of symmetry. They learn about shape and size through practical activities such as matching shapes. Development of children's learning in the skills of calculation are limited, these are not extended during activities or routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and features of the environment during planned activities. Children have a garden area in which they plant seeds and watched them grow. They have good opportunities to learn about the cultures and beliefs of others. Children's skills and learning in information and communication technology are limited due to a lack of appropriate resources .

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have a wide range of equipment to use indoors and outdoors and staff encourage them to be active. Children are beginning to use one-handed tools competently. Children learn about their bodies through action songs and discussion and staff encourage children to dress and undress themselves. They are learning about the importance of hygiene and know why they wash their hands.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are learning to express their ideas freely through a good range of activities such as role-play, painting, gluing, singing and using musical instruments. They have good opportunities to explore texture through a varied range of media such as clay, dough and collage. Some more able children know their colours well and are able to express their feelings through colour.	
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

- provide children with opportunities to develop skills and learning in reading and writing for a purpose
- provide children with opportunities to experience communication and technology mediums
- develop children's skills and learning in maths particularly calculation
- ensure daily routines and disruptions do not interfere with children's learning and progress.

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.