



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 255148

DfES Number: 533777

### INSPECTION DETAILS

Inspection Date 20/01/2005  
Inspector Name Susan Rogers

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name SADWICA Day Nursery  
Setting Address 69 Beeches Road  
West Bromwich  
West Midlands  
B70 6HQ

### REGISTERED PROVIDER DETAILS

Name Sandwell & District West Indian Community Associat

### ORGANISATION DETAILS

Name Sandwell & District West Indian Community Associat  
Address 69 Beeches Road  
West Bromwich  
West Midlands  
B70 6HQ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

SADWICA Community Day Nursery opened in September 1999. Opening times are 7.30am - 6.00pm. Monday to Friday all year round. The nursery will consider opening weekends subject to parent demand. SADWICA organisation is managed by a management committee.

The nursery is based in a large Victorian three storey terrace house on the outskirts of West Bromwich Town Centre. The first and second storeys are used by the nursery and the third floor is used by the Community Development Project for office administration. The children have no access to this floor. Two ground floor rooms are used for the care of children under 2 years. Three first floor rooms are used for children 2 years upwards. There is a large enclosed outdoor play space.

SADWICA is registered to provide funded places for three and four year olds.

Eighty percent of the staff team are child care qualified.

An out of school is also provided in the dining room for children from 4 years to under 8 years. The provision is for after school and during school holidays.

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

### How effective is the nursery education?

SADWICA 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 areas of personal social and emotional development, knowledge and understanding of the world, physical and creative development.

Teaching is generally good. Teachers use innovative means of interlinking the early learning goals and activities are changed often. Staff are skilled in making the most of spontaneous opportunities and offer children explanations that sustain their interest. Staff are skilled in understanding how the needs of children with special needs are met and provide focus sessions which accommodate children's individual pace of learning. Planning refers to the early learning goals and are informed by children's assessments. Assessments are detailed match the early learning goals and are used to inform the planning. Story time however does not always include all of the children, due to poor organisation.

Leadership and management is generally good. The staff work well as a team There is a good understanding of the need to maintain consistency and stability in children's lives. A high staff ratio ensure more needy children are well supported. Management structure provides extensive training that encourages staff to work as team and meets individual training needs of staff. Strategic planning is frequently used to plan long tem to achieve the best possible service delivery for all of the children. Service delivery is reviewed regularly and there are changes if there is room for improvement.

Partnership with parents is very good there is a notice board that keeps parents well informed of the early learning goals, planning and nursery topics. Good quality information that details the purpose and means of achieving the early learning goals. Parents involvement in each of the sessions is monitored and parent consolation sessions are held regularly.

### What is being done well?

- The programme for knowledge and understanding of the world is very good. Children participate in free flow activities each afternoon, this generates much excitement with the children as there are many aspects with which they can discover and experiment. Staff exploit many opportunities to explain why things happen and will facilitate the individual needs of children to learn.
- The support offered for children with special needs is very sensitive to the individual needs of children. A high staff ratio ensures all children are well supported and staff demonstrate effective skills in communicating with children.

**What needs to be improved?**

- opportunities for children to use number for a purpose during their everyday routines and structured activities
- organisation of story time to ensure that children's interest is sustained.

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

Since the last inspection the setting has made generally good progress there have been marked improvements in the assessment system and parents are well informed regarding the early learning goals and the purpose of activities. The outdoor area is welcoming well organised with an all weather surface and is in frequent use for physical activities. There are however insufficient opportunities for children to use number for a purpose during everyday activities and for more able children to become aware of the concepts of calculation.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children concentrate well and are well motivated. They are enthusiastic and are eager to share with other's information regarding their play activities. They are assertive and recognise that their play is enhanced when they involve other children. Most children appreciate that there is an accepted code of behaviour. They are independent, clear away resources help themselves to drinks and distribute biscuits at snack time. They demonstrate care for those they consider are less able.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are adventurous in their choice of language and this allows them to provide greater descriptive explanations for their play and to effectively negotiate with others. They recognise letters and the sounds that they represent and are familiar with text as this is used frequently in their play. Some children are able to form letters within three-dimensional shapes. Children enjoy stories but there are limited opportunities for their more full involvement at group story time.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can name numerals and are able to match them in sequence. They have opportunities to appreciate the concepts of less and more, but these are not always fully exploited by staff to gain children's greater understanding. Opportunities for children to use number for a practical purpose during their everyday routines are limited. Children are skilled in recognising shapes and will volunteer information where these are seen. They use positional language to describe where objects are placed.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in their investigation skills and comment on what they see and hear and identify natural aspects. They are familiar with exploring the properties of magnets, sand and water. They are confident in using materials to construct three-dimensional objects and are familiar in their use of technology. They talk about recent events and will compare their lives with that of others. They are aware of other religions and cultures and the importance this places in peoples lives.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have well-controlled movements and some are able perform complex movements safely within a limited space. They are careful of other children when moving briskly from one room to another. They are able to climb rope ladders and frames, crawl through small spaces balance and slide down slides. They are aware of the need to keep healthy and what could make them ill. They are confident in using large and small equipment that includes wheeled toys, spatulas for glue and scissors.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use a variety of textures and medium's to create images of their choosing. They become deeply involved in their creativity and this is facilitated by the daily free flow programme. Children are able to devise their own rhythms are able to remember the tunes and words of a song. They use their imagination in role-play and accompany this with a verbal commentary. They use the equipment in an innovative way are eager to experiment with different sensations and experiences.

**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**

- raise staff awareness of how they can include greater opportunities for children to use number for a purpose during their everyday routines and structured activities
- review the organisation of story time to ensure that children's interest is sustained and to include children in the language used.

*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.*