

Bangladesh Women's Association Daycare Centre

Inspection report for early years provision

Unique reference number	EY427798
Inspection date	16/11/2011
Inspector	Adelaide Griffith

Setting address	Bangladesh Womens Association, 497 Coventry Road, Small Heath, BIRMINGHAM, B10 0JS
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Bangladesh Women's Day Care Centre Nursery operates from three rooms in the centre, which is situated in Small Heath, Birmingham. The nursery serves the local area and has close links with the local children's centre. The nursery is accessible to all children. An outdoor area is not available, however, the nursery accesses the local park for outside play. A creche is also provided for parents who attend the centre for courses.

The nursery opens Monday to Friday during the school term. Sessions are from 9am until 3.30pm. Children are able to attend for a variety of sessions and a maximum of 10 children may attend the nursery at any one time. There are currently two children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register and provides funded early education for three- and four-year-olds. The nursery supports children who speak English as an additional language.

The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications to at least level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage are making reasonable progress in their learning and development. Children's welfare is generally safeguarded and on the whole, children's individual needs are met. There is a strong partnership with parents. The self-evaluation process is developing and some changes have been made to the provision. There are plans to maintain continuous improvements for the benefit of the children and their families. The staff have established effective working relationships with external agencies and other providers to ensure that children get the support they need to maintain progress from their starting points.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare) 01/12/2011
- provide and implement an effective policy for supporting children with special educational needs (Safeguarding and promoting children's welfare). 01/12/2011

To further improve the early years provision the registered person should:

- ensure the educational programme includes all areas of learning delivered through planned, purposeful play, with a balance of adult-led and child-led activities
- use observation and assessment to identify learning priorities and plan relevant motivating experiences for each child
- review health and safety procedures for identifying hazards, including overhead storage.

The effectiveness of leadership and management of the early years provision

Designated staff clearly understand their responsibilities to protect children from harm. They appropriately implement some safeguarding procedures, including daily checks for keeping children safe on the premises. However, similar procedures for outings are not thoroughly implemented because full risk assessments are not available as required in the Early Years Foundation Stage. Consequently, unidentified potential hazards may compromise children's safety. Currently children with special educational needs and/or disabilities do not attend the nursery. Although a policy makes reference to disability, it does not include procedures for supporting children with special educational needs as required in regulation. This means that some aspects of children's individual needs may not be fully addressed.

The team has made some changes since registration. For instance, they have reviewed documentation for obtaining more detailed information about children when they start in the nursery. They work well with external agencies and have recently started a quality review process to identify strengths and areas for improvement. There are plans to develop growing activities with the children and parents. The partnership with parents is strong and staff have provided workshops to raise awareness of reading activities. This has enabled parents to support their child's learning in the home. The nursery has received a healthy setting award and this has positively influenced parents' attitude to healthy options. Parents are involved in other aspects of children's development as they contribute to the transition records when their child leaves the nursery.

Resources, including those that promote positive images of different cultures, are mostly stored at children's level. This ensures that children's independence is adequately promoted. Adult-to-child ratios are maintained and staff are deployed to support children appropriately in their play activities.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time in the nursery because the staff provide a welcoming environment. Children are greeted warmly on arrival and they promptly move towards the available resources. The staff have a sound understanding of the Early

Years Foundation Stage and this supports children's learning reasonably. They aim to provide activities according to children's preferences. For example, children who enjoy mark making are encouraged to do so when adults provide a planned activity. However, most of the session is spent in free play and children do not always receive targeted guidance to achieve specific learning outcomes.

During the settling-in period the staff carry out a series of observations to note what children can do. Subsequent observations indicate children's development but these primarily focus on mark making and creative skills. Activities are not always linked to the Early Years Foundation Stage Framework and staff do not consistently identify the next step to further children's learning effectively. Children's language skills are growing in their first language mainly, and this is then extended to their skills in speaking English because adults interact constantly with children and speak to them in both languages. The staff have supported children in developing confidence and this has enabled the forming of relationships. Consequently, children feel secure in the nursery. Overall, staff provide a moderate range of activities, but problem solving is not consistently included. This means that children do not benefit from challenging experiences across all areas of learning.

Children engage in role play activities and demonstrate their awareness of cooking and serving meals. They are developing a clear understanding of using equipment appropriately, including some programmable toys. Staff praise children for sharing spontaneously and this encourages good behaviour. Children are learning about making healthy choices because the staff implement effective strategies, for instance, they serve a wide range of fresh fruit and vegetables. They introduce new experiences by encouraging children to taste fruit, such as kiwis and pineapples. This approach is reinforced by the colourful displays in one room. Children demonstrate their understanding of the routine by walking towards the door for hand washing before snack is served. Regular planned outdoor activities ensure that children's large muscle skills are promoted through outings to the park. They gain an awareness of the wider community through visits to the library and local shops. On the whole, children are learning to keep themselves and others safe because the staff remind them to be careful. However, some of the overhead storage poses a potential hazard to the children's well-being. Children are gaining appropriate skills for the future as they progress towards the early learning goals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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