

Sami Care

Inspection report for early years provision

Unique reference number	EY440038
Inspection date	18/06/2012
Inspector	Kashma Patel

Setting address	Sami Care Ltd, 88 Wright Street, BIRMINGHAM, B10 9SP
------------------------	------------------------------------------------------

Telephone number	07943 497067
Email	deq.shire@gmail.com
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sami Care First Ltd re-registered in 2011. The nursery operates from one main large area with two smaller rooms leading off, on the ground floor of a converted building in the Small Heath area of Birmingham. The nursery serves the local area and has strong links with the local school and children's centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday all year round except for bank holidays. Sessions are from 8am to 8pm. Children are able to attend for a variety of sessions.

A maximum of 40 children may attend the nursery at any one time. There are currently 75 children on roll in the early years age range. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides after school and holiday care for children up to 12-years-old. It provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of child care staff. Of these, one member of staff holds a level 6 qualification, one has level 5, seven have level 3 and two have level 2 qualifications in early years. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and have strong relationships with staff. They have free access to a good range of age-appropriate activities, toys and equipment which enables children to make good progress towards the early learning goals overall. Parents are well informed of their children's progress through daily communication and appropriate procedures are being developed for working with other settings who deliver the Early Years Foundation Stage. Children with special educational needs and/or disabilities and children who speak English as an additional language are very well supported in the setting. Systems to help monitor and evaluate the provision are effective which promotes ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop further the relationships held with other practitioners to support children's transition between settings
- analyse observations to help plan for the next stage in children learning.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and are clear on their responsibilities to protect children in their care. Robust procedures are in place to help identify children at risk of harm and to liaise with appropriate agencies. A policy is in place which is comprehensive and in line with the Local Safeguarding Children Board guidelines. All staff have appropriate checks completed which include a Criminal Records Bureau check and evidence of this is held on files which are available for inspection. The nursery has close circuit television in all areas including the front entrance. Only staff are aware of the code to the door leading to the main playroom, which restricts unauthorised access to the setting. Staff carry out daily checks on all areas of the setting and record any hazards which are addressed immediately. Effective procedures are in place for local outings in the community which promotes children's safety.

Toys, resources and equipment is easily accessible to all children which promotes their choice and independence. The play space is well organised into group areas with storage used well to create a cosy area. Children learn about the diverse community through a range of resources which promote equality of opportunity. For example, there is a range of both English and Arabic jigsaws and several dual language signs are displayed around the setting.

Parents are positive when asked for their views on the service provided. Comments include how well children have settled and how much they enjoy their day. Staff speak a range of community languages such as Urdu, Punjabi, Arabic and Somalia which ensures that all parents are kept well informed of their children's progress. Parents have taken part in workshops which include oral hygiene and home safety which helps to improve children's welfare. Daily written and verbal information is available along with a wide range of information which is displayed in the reception area. This includes information on Safeguarding Children and the details for Ofsted. Children do not currently attend other settings which deliver the Early Years Foundation Stage. However, the setting is aware of the importance of liaising with other providers to support children's care and learning. Appropriate links are also developing with local schools to support children in the transition to school.

Effective systems are in place to promote ongoing improvement. Regular staff meetings and discussions with both parents and children helps to identify further areas for development. For example, safety flooring has been laid in the outdoor area and new equipment promotes children's physical development. There is good support from the local authority and the nursery works closely with the local children's centre by accessing their sensory room.

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

Children are happy and very settled in the nursery where they have good relationships with staff who are caring and sensitive to young children's needs. Staff have a good understanding of the six areas of learning and they spend time collecting vital information on children's likes, dislikes, preferences and any specific requirements. This information is used well for planning activities to ensure children make good progress in all areas of their learning and development. Staff carry out observations on children to help identify the next stage in children's learning, however, some learning journals do not indicate that staff use this information for future learning. As a result, there may be some gaps in the educational programme.

Children demonstrate good levels of confidence and independence as they select toys and activities of their choice. At snack time they serve their own food and pour their own drinks. During role-play activities children develop their creativity and imagination. They enjoy dressing up in shiny Indian clothes and pretend to make chapattis with the play dough. Staff extend children's understanding of shape, size and numbers as they make different size balls and with the play dough. They learn new vocabulary such as big, small and tiny. This activity is further extended in the outdoor play area as children learn about volume and capacity. They use different size jugs to measure and pour water in a container and also look for numbers on the side of the jug. Staff use routines to help children develop problem solving skills. They sort, count and compare cubes, compare bears and construction toys. Good use is made of print both in English and in other languages to help children develop skills in writing. Older children recognise letters and numbers in both English and Arabic. Name cards are displayed in each group area which provides further support for children to learn about letters.

Children enjoy visits to the local library and the park where they access the large play equipment. They learn about different places of worship such as the kabah, the church and the synagogue. Bilingual staff have effective systems to support children who speak English as an additional language. For example, children choose to say Assalam instead of Hello during circle time and also sing songs in Arabic. As a result, children's home language is very well supported and encouraged. Children line up to go into the garden area which has footprints on the floor and a zebra crossing. This promotes children awareness of being safe and road safety which is further reinforced through regular outings into the community.

Children's good health and wellbeing is promoted well in the nursery. They benefit from effective hand washing routines before food and after using the toilet. Children take part in daily physical activities in the enclosed outdoor play area where they use bikes, scooters and ride on toys to help develop skills in balance and coordination. A recent visit from a local dentist helps both parents and children to learn about the importance of early oral hygiene. Children enjoy a good range of freshly prepared meals and snacks which takes into account their individual dietary requirements such as Halal meat. Menus are displayed in the reception area which ensures parents are kept well informed of food served to their children. Small jugs

of water and cups are at children's level which ensures children are able to help themselves to drinks independently when they are thirsty.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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