

SADWICA Day Nursery

Inspection report for early years provision

Unique reference number 255148
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Inspector Permjit Tanda / Mary Kelly

Setting address 69 Beeches Road, West Bromwich, West Midlands, B70
6HQ
Telephone number 0121 525 5125
Email sadwica@msn.com
Type of setting Childcare - Non-Domestic

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.

Description of the setting

SADWICA Community Day Nursery opened in September 1999. Opening times are 07:30 until 18:00. Monday to Friday all year round. 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 ground and first floor are used by the nursery and the second floor is used for office administration, children have no access to this floor. One large ground floor room is used for the care of children under two years. Four rooms on the first floor are used for children aged two years upwards. There is a large enclosed outdoor play space. The provision is accessible for adults and children who have a disability.

There are currently 43 children aged from six months to eight years old on roll. Of these, nine receive funding for early education. This provision is registered by Ofsted on the Early Years Register. Children come from a wide catchment area. There are effective systems in place to support children with learning difficulties and/or disabilities and they also support a number of children who speak English as an additional language.

The nursery employs 11 members of staff. All of these hold an appropriate early years qualifications.

Overall effectiveness of the early years provision

Children's make steady progress in their learning and development. The needs of children are met routinely because staff recognise their individuality and work closely with parents/carers to meet their needs. Staff provide practice that is inclusive and children are all treated with equal concern which helps to support their learning in a safe environment. The systems for continual improvement includes a developing self-evaluation process which helps identify targeted areas for improvement.

What steps need to be taken to improve provision further?

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

- nominate a named practitioner who is responsible for behaviour management issues and who has the appropriate skills to provide guidance to other staff
- support staff in improving their knowledge of the Early Years Foundation Stage and how to help children make progress
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals, paying particular attention to the learning needs of the more able children
- ensure activities such as the water, sand and role play area are maintained and replenished regularly to ensure children receive an enjoyable and

- challenging learning experience
- develop further the assessment systems to include information from parents about their child's development and achievements
- ensure there are robust systems in place to monitor and evaluate any changes implemented and review their effectiveness and how they benefit the children

The leadership and management of the early years provision

The management team focus on the setting running smoothly daily and also consider the learning and development of children. Effective safeguarding policies ensure children are safe and well protected. There is an appropriate recruitment system in place to ensure all adults working with children are suitable to do so. All the policies, procedures and records required for the efficient management of the service are in place and have recently been reviewed. Some written policies are not implemented by staff such as the mealtime policy which means that the policy is not always consistent with practice. The management team are keen to improve the service provided through ongoing staff development and training. Some progress has been made since the last inspection. Adults' knowledge of behaviour management has improved through closely working with the local authority worker and the layout of the nursery helps increase opportunities for children. Parents benefit from a revised induction pack and access to all the policies and procedures. Progress in some areas has been slow. The systems in place to monitor the learning and teaching are not always effective. Therefore changes which are implemented are not always effectively monitored or evaluated and therefore their impact not always successful.

Inclusive practice is promoted adequately. Children's needs are met and their welfare is promoted appropriately. There are sufficient processes in place to support children with any additional needs and to ensure each child is included effectively. Children learn about the wider community through parental participation, visits within the local community and some meaningful practical experiences during children's play. There are effective links with parents and carers. They receive detailed information about the setting and are kept up-to-date with regular newsletters and daily communication. Parents are well informed about their child's achievements and progress. Good information is gathered about routines and care needs from parents but this is not extended to include the children's developmental starting points. Which means activities made available do not always extend children's learning sufficiently. The setting is developing their links with external agencies such as local schools that children may attend on a part-time basis. This will continue to promote the integration of their care and education.

The quality and standards of the early years provision

Children are provided with appropriate opportunities to help them make steady progress across all areas of learning and development. Adults have a developing knowledge of the Early Years Foundation Stage learning and development

requirements guidance and therefore children's learning varies according to who delivers the activity. Planning systems overall are consistent and ensure children receive a balance of adult-led and child-led activities. Staff work well to incorporate the chosen themes such as 'big and small animals' though all areas of learning. Children show a keen interest and understanding of animals because of the meaningful first-hand experiences such as visiting a zoo and a visit from the 'animal man'. Written plans includes opportunities for the more able children to receive a challenging experience across the areas of learning. However, in practice this is not always evident and therefore children do not always show good levels of interest in their play. This is especially evident in the sand, role play and writing area. In contrast water play is popular with the children but staff do not provide an extended range of resources to help further develop children's learning, through concepts such as floating and sinking.

The environment is well organised and children increase their confidence through a free-flow system which allows older children to choose what they would like to do. Sufficient emphasis is placed on observation and assessment and information gathered is used reasonably to plan for future learning needs of children. During activities staff spend most of their time with the children talking to them about what they are doing and supporting them well. Children express their ideas through discussion, drawing, painting and early writing. They show an interest in numbers, counting and problem solving through daily routine and through planned experiences such as number puzzles, threading and number rhymes. Children show a fondness for books they independently select books to share with adults, show good levels of concentration during group story sessions and enjoy using the tape recorder to listen to stories and songs. Younger children have many opportunities for exploratory play and this extends their natural curiosity through a range of activities such as ice melting, dry and cooked pasta, oats, and jelly play.

The staff have a thorough understanding of creating a safe and welcoming environment in which potential risk is minimised and children learn to take care of themselves. Staff carry out written risk assessments and also complete basic daily safety checks to ensure children can move safely and freely. Staff have a sound knowledge of child protection and implement the policies appropriately. There is a written behaviour management policy which staff members are aware of. However, there is not a named practitioner responsible for behaviour management issues with the appropriate skills to provide guidance to other staff and this on occasions leads to inconsistencies in practice. Children's health and well-being is promoted well through adults taking positive steps to prevent the spread of infection. Children are provided with balanced and nutritious meals and snacks throughout the day and therefore learn to make healthy life style choices. Children enjoy regular daily opportunities to increase their physical fitness through outdoor play.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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

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