

# Bangladesh Women's Association Daycare Centre

Bangladesh Womens Association, 497 Coventry Road, Small Heath, BIRMINGHAM, B10 0JS

<b>Inspection date</b>	04/02/2013
Previous inspection date	16/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The nursery provides a welcoming and well-resourced environment for children to enjoy.
- Partnership with parents is working well and they speak comfortably with the staff. Effective systems are used to engage parents in children's learning and development.
- Staff development is well supported by management through regular meetings, supervisions and an annual appraisal.
- Children are helped to settle by the staff's use of children's home language which also helps to increase their understanding during the nursery session.

### It is not yet outstanding because

- Opportunities for children to make their own choices and direct their own play are not always fully maximised.
- The development of children's language is not always fully supported by encouraging them to speak and to repeat key words and phrases.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed a variety of activities, a craft session and children's snack times.
- The inspector spoke with the centre manager, the nursery manager and staff during the inspection.
- The inspector took account of the views of three parents spoken to on the day and those expressed in parent questionnaires.
- The inspector looked at children's development folders, planning information, evidence of the suitability of practitioners working within the setting and selection of the nursery's policies and daily records.

## Inspector

Diane Ashplant

## Full Report

### Information about the setting

The Bangladesh Women's Association Day Care Centre Nursery was registered in 2011 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery operates from three interconnecting 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. An outdoor area is not available; however, the nursery accesses the local park for outside play.

The nursery opens Monday to Friday during the school term and sessions are from 9am until 3.30pm. Children attend for a variety of sessions. A creche is also provided for parents who attend the centre for courses. There are currently six children attending the nursery who are all in the early years age range. The nursery 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 level 3. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- review further the balance of adult-directed and child-led play to fully support children's independent choices and spontaneity.
- develop further opportunities for children to speak and use words, ensuring that the needs of children learning English as an additional language are met.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a good understanding of how children learn and develop and have provided a welcoming environment with a wide range of resources and activities to engage their interest. They have updated their knowledge in line with the new framework and focus on the prime areas of learning, particularly around ensuring children feel comfortable so they respond to staff and engage in purposeful play. Staff liaise closely with parents to gain useful knowledge about children before their start which helps aid an easy settling-in. Regular spontaneous records and photographic observations are taken by staff to identify children's progress, which is tracked using the guidance document, Development Matters in the Early Years Foundation Stage. The high ratio of staff to children and an effective key person system help staff to get to know their individual children well. Regular discussions and weekly meetings ensure that all staff are involved in planning and supporting children's development.

The nursery has a high proportion of children who speak English as an additional language

and staff seek key words from parents and have dual language displays and a visual calendar to help include all children. Staff often introduce children's home language into conversation to help clarify children's understanding or to make them feel more secure in their surroundings. Staff talk regularly to children throughout the day to engage their interest and attention and help develop their listening skills. Most children enthusiastically take part in songs and rhymes and enjoy listening to stories which are sometimes brought to life using props from the story sacks. Staff attract their interest using musical instruments which they investigate to find out how they work and hear their unique sounds. However, opportunities to more effectively develop some children's language skills by encouraging them to repeat familiar words and phrases are not always acted upon which impacts on their confidence in speaking.

Children have a wide variety of creative and imaginative opportunities as they role play in the play kitchen and with the dolls, cars and small world figures. They explore different textures as they play with sand and paint or use their creativity to make designs with glue, paper and glitter. They print with fruits or make music shakers or models out of cardboard boxes and other recycled materials. Numbers, shapes and colours are part of the everyday routine as children count beads on the abacus, identify the different colours or count how many times they roll the ball back and forwards. They construct and build with bricks and other toys or work out where the different puzzle pieces go. Children are beginning to move confidently around the room and up and down the step as they develop their physical skills. Children's experiences are further widened as they enjoy visits to the park and the library or the local children's centre.

Children are supported well by staff as they settle in and are given lots of praise and encouragement to increase their confidence so they try out new things. Although some of them attend on an irregular basis they soon respond to the routine and are engaged and interested in their play. They are making secure relationships with the adults who interact well and spend positive time with them, sitting on the floor as they support their play through questions and prompts. As a result, children are acquiring the attitudes and dispositions they need, to be ready for school or the next stage of learning. Staff have created an interesting learning environment with a wide range of resources to support the different areas of learning, reorganising these to make them more accessible and inviting to children. Attractive displays of children's work, and accessible resources alongside staff who in the main engage and support children's learning well, help children to make good progress in their learning. Staff offer children a variety of play opportunities and plan the day to support children's individual next steps. Staff observe children as they play and record these through photographs or written captions. Their progress is tracked so that their next steps or any areas needing more support are identified, discussed and planned for at the staff meetings. The manager has started to compile assessment reports for the progress check at age two, under the prime areas of learning and these are discussed with parents along with suggestions for continuing their children's learning at home. Each child has their own development folder which parents are encouraged to read and which is discussed at parent meetings. This ensures a consistency of approach and support.

### **The contribution of the early years provision to the well-being of children**

Children are well supported by staff as they settle-in, which helps them develop their confidence so they start to initiate their own play and adapt to the nursery's routine. A high staff ratio means children benefit from good individual attention. However, as there is normally a small group of children, occasionally, this results in some play being over directed by staff which prevents children initiating their own play and being spontaneous. The key person links are well-established which provide a relaxed and flexible settling-in period so that parents and children are able to feel more secure. Parents are encouraged to stay until they feel confident that their child is settled. Children are beginning to get to know the routines, for example, as they line up to go to the toilet or sit for circle time. Staff talk a lot to the children to reassure and engage them. They explain what is going to happen next so the children are prepared in advance and offer them some choices of what they would like to do. Children's self-esteem and confidence is encouraged by the regular praise and encouragement they receive. The sticker chart is part of this approach and children are individually told why they have done well and then proudly choose their own sticker. Children's work is valued and displayed around the room which they recognise.

Children's health is well supported at the nursery as they have a selection of healthy snacks and regular fruit which is always accessible, along with fresh drinking water. The nursery has recently achieved a 'healthy setting' award and staff use many opportunities to support children's health through regular routines like hand washing and teeth brushing and to explain why these are important to protect their health. Parents are sometimes included so they also develop their understanding of healthy practices, for example, in the use of dummies and bottles, or are surprised to learn about the sugar content of different foods. Although there is no outdoor play area, children go for walks in the fresh air on most days and develop an understanding of the importance of physical exercise. Inside they have equipment, such as balls which they roll and catch and see-saws to develop their coordination and physical skills, or they enjoy joining in with action rhymes and songs.

Children are learning to move around with confidence inside and are generally reminded about keeping themselves safe. Regular fire drills are carried out and children know to carefully follow the procedures when walking to and from the nursery outside. They are learning to pick up toys and put things away to prevent tripping hazards.

### **The effectiveness of the leadership and management of the early years provision**

Children are well safeguarded as staff, including volunteers, have a good understanding of their role and responsibilities for keeping children safe and how to pass on concerns appropriately. Staff have attended training in this area to ensure their knowledge is up to date and two staff have completed the advanced course. There is a display in the nursery giving parents and staff useful information and parents sign to confirm they understand staff's responsibility.

Staff routinely carry out other procedures, such as safe collection, and all daily records such as the attendance register and children's details are well maintained. Staff are alert to hazards and use both visual and written methods to ensure children are safe. Ratios are well maintained and appropriate cover is provided if the manager is off the premises. There are robust risk assessment procedures for routines, such as walking to the children's centre or the library and staff and parents are fully aware of the mobile phone policy. Staff have updated their knowledge of the new Early Years Framework and have a good understanding of the welfare requirements. The small staff team work well together and provide a welcoming environment for parents and young children. They are continually reviewing and reflecting on the quality of their practice both informally and through the weekly meetings, supervision and quality assessment visits from the development team. Parents' views are routinely sought through discussion and regular questionnaires and staff actively respond to their suggestions for improvement. Staff have addressed all the areas for development identified at the last inspection. Rigorous recruitment and selection ensures the suitability of adults around children and there is a good commitment to ongoing development through training.

Partnership with parents is one of the priorities of this nursery and staff are approachable and reassuring and always provide time to talk to parents. Each child has their own key person to support them and there is a very flexible approach to settling-in so that both child and parent feel comfortable. The small team of staff and children ensures everyone gets to know each other and children benefit from lots of individual attention. Staff successfully support the needs of the creche children alongside the nursery children. All required information is taken at registration including completing the 'all about me' section where parents are encouraged to share what they know about their child to help them settle. Daily discussion with staff helps to exchange information about the children's day and children's work and photographs of shared activities are displayed around the room for parents to view. Parents meet with staff to discuss their child's progress and are encouraged to view their development folders. Parents are further involved in their children's time at the nursery by their attendance at special events, such as parties and the graduation ceremony and workshops, such as the healthy eating session. Parents are also signposted to other useful events within the community, such as citizenship and exercise classes. They are also being encouraged to share comments and observations from their children's life at home. Staff complete the transition form which parents are invited to comment on and staff try to encourage links with local schools to aid children's transitions into other settings. There are good partnerships in place with the local children's centre and the development team and management know how to work with others to support children's individual needs. For example, a person with a specific language is recruited to aid those parents and children at the nursery for whom this is their first language.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

Unique reference number	EY427798
Local authority	Birmingham



<b>Inspection number</b>	875882
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	10
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Bangladesh Women's Association (Midlands)
<b>Date of previous inspection</b>	16/11/2011
<b>Telephone number</b>	0121 766 7990

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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