

# Sara Daycare

1 Regent Park Road, BIRMINGHAM, B10 0QP

## Inspection date

Previous inspection date

22/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff are encouraged to attend training that extends their skills. This enables children's learning and development to be appropriately supported.
- Links and partnerships with local schools are becoming established, promoting support for individual children as they move into full time school or nursery school.
- Staff are caring and considerate towards the children in their care and have forged warm relationships with children helping them feel secure.

### It is not yet good because

- Staff who prepare and handle food at lunch time are not fully confident and knowledgeable in ensuring the food is consistently maintained at the correct temperature to fully protect children's health.
- Children who have recently commenced at the nursery are not confident in their friendships so are hesitant to be included in some of the activities.
- Partnerships with parents and opportunities for them to contribute to their child's learning are not effective enough to provide a consistent approach.
- Children are not fully supported as they work towards independence and managing their own hygiene and personal needs.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 looked at a range of documentation that included children's assessments records, staff appraisals and policies and procedures.
- The inspector held meetings with the manager, area manager and one of the directors of the nursery.
- The manager and inspector conducted a joint observation of children's activities.
- The inspector observed interaction between staff and the children.

## Inspector

Susan Rogers

## Full Report

### Information about the setting

Sara Day Care was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Small Heath area of Birmingham. It operates from converted ground floor office premises. It is managed by two directors, and is one of seven nurseries owned by the same directors. The nursery serves the local area and is accessible to all children. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with a level 6 qualification. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure that staff who are responsible for handling food have the confidence and knowledge to ensure that children's food is consistently served at the correct temperature
- improve partnership working with parents in relation to children's learning and development, so that there are effective methods in place for encouraging and guiding parents to know how to extend their children's learning at home.

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

- plan support for children who have not yet made friends so they can be fully included in all activities
- improve the support provided for children so that they can manage their own hygiene and personal needs.

## Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage framework. Children show that they are happy and content as they enjoy their learning and participate in the range of available activities. The play experiences offered promote children's learning across all areas. Planning is appropriate and mostly meets the needs of the children that attend. This accommodates their individual needs and interests and tracks their progress. Appropriate intervention helps children who need additional support, and this helps to close any gaps in their development. Children's assessments are informative and are shared with their parents, providing some opportunity for parents to continue with their child's learning when they return home. However, as parents do not routinely collect their child from the play rooms, there are few opportunities for staff to pass on useful information or help guide and encourage parents to consider extending their child's learning at home.

Children enjoy learning in groups. They listen attentively as staff read a story that they know well. They are included as staff ask them to recall what happens. This gives children opportunities to improve their communication and language skills as they describe in their own words their version of events. Staff use chalk marking to help develop children's early writing skills, so that children develop the small muscle control they need to form shapes and images as they enjoy creating pictures. Children use a range of tools appropriately as they make familiar shapes with paint and paper and enjoy experimenting with different colours. Staff talk to children throughout their activities and ask them what they are painting. This extends children's use of language as they respond to staff and describe what they are doing. Mathematical ideas and language are promoted during sand play as children fill containers and watch sand trickle through a funnel. Staff help children understand the differences between full and empty and model words that help them understand position, size and volume. Group activities are used to encourage children to learn from one another and have fun as they learn. For example, an activity that helps children appreciate feelings is appropriately supported by staff. Children make happy and sad faces and discuss their ideas.

Children select activities from the suitable resources that are appropriately organised. Older children have access to rooms that are interconnected, and babies explore their own room. Children independently select toys and resources and develop their own play ideas and appropriate play experiences are offered so that they make progress in their personal, social and emotional development. This provides children with a sound basis for the next stage in their learning and as they move onto school. Younger children are encouraged to investigate a range of textures that include sand. The activities are made accessible to them as staff place these on the floor in large trays and encourage children to become involved. Babies' individual routines are respected by staff who encourage them to sleep and be fed according to their parents' wishes.

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

Staff are caring and attentive towards the children in their care, providing secure relationships which help children to feel safe. The key person system works appropriately and staff demonstrate a sound understanding of children's backgrounds and their play

preferences. Children are developing in their independence, which provides them with useful skills as they transfer to full time school. Older children pour their own drinks and assist staff as they put on aprons before a painting activity. However, children are not fully supported in meeting their own hygiene and personal needs because they have to wait for staff to give them tissues to dry their hands, and this hinders children in becoming self-sufficient. Children sit attentively during story time and behave appropriately and are starting to include other children in their activities. However, some children are less confident at asking staff if they can be included in an activity, which results in some children not benefiting fully from all the learning experiences on offer.

Children settle appropriately at the nursery as staff work with parents to gain information regarding their abilities and preferences. They have gradual settling sessions which promotes their confidence. Children's transfer between the baby room and pre-school room is managed appropriately. There are opportunities for children to visit the local park to enjoy outdoor play, fresh air and exercise. They visit the local shops where they chose their own fruit and vegetables, which are then prepared in nursery as a snack. This promotes their understanding of healthy eating and how to keep themselves safe when outdoors. Cooked lunches are transferred from a nearby nursery and kept warm with insulated containers. All staff that serve and prepare food have completed food hygiene training. However, some of the food is served lukewarm and some staff lack confidence in rectifying this. As a result, a legal requirement that relates to children's welfare is not fully met. Staff are organised appropriately in order to supervise children appropriately both indoors during local outings. Resources are easily reached by children that enable them to participate in their play. Children understand the nursery routines and follow instructions willingly. Children participate in regular evacuation drills of the premises which promotes their safety.

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

Staff work together appropriately as a newly appointed team. They are supported through an induction and regular training opportunities. This enables staff to develop their own individual strengths to improve outcomes for children. The recruitment of staff is appropriate and ensures they are suitable to work with children. Staff are provided with sound supervision and appraisal systems, which inform the manager of staff training needs, although, some aspects of practice are inconsistent. Regular appraisals enable the manager to monitor staff progress and provide them with opportunities to direct their own professional development. The manager is supported by a local area manager and one of the directors who is available in nursery most of the day.

The manager and staff have an understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a comprehensive child protection policy in place and staff recognise their responsibilities in safeguarding children. They are also aware of the procedures to take should they have a concern about a child in their care. All staff attend safeguarding awareness training as part of their induction. Staff also attend local authority safeguarding training and the manager

has attended designated person training. The risk assessment supports children's safety indoors and when they go on outings to the local park, library and shops. Therefore, children play in a safe and secure environment.

Parents are provided with copies of nursery policies that support their child's well-being. The entrance foyer has all policies displayed and useful information for parents to support them in the care of their child. The nursery understands the need to evaluate the success of their practice. They take into account the views of parents who speak positively about the care their children receive and the progress they make. Staff and management demonstrate a satisfactory commitment towards setting targets for future improvement and are currently instigating plans to create an outdoor play area. The nursery staff assess children's abilities when they enter the nursery and include this in an 'all about me document'. This is used as a starting point for the key person to plan for each child's individual development. Children who speak English as an additional language are appropriately supported, as many of the staff have additional language skills which facilitates their communication with all children.

There are sound partnerships with external agencies. Staff are aware of how to access help if they need additional support for children who have an identified need. The partnership with parents is progressing. Parents receive feedback about their children's progress through discussions, communication diaries and their child's assessment records. However, parents collect their child from the entrance foyer and do not come into the playrooms. Consequently, this limits the amount of information they receive regarding their child's day-to-day activities and how they might continue with these at home in order to help support their child's learning. The nursery have commenced establishing partnerships with the schools that children will eventually move on to, in order to support children during their transition into full time education. Overall, children are making sound progress in relation to their starting points.

### **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 action. 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

<b>Unique reference number</b>	EY452748
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	885417
<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>	42
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Isra Daycare Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 771 0405

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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, which are usually the childminder's 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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Piccadilly Gate  
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