

San's Day Nursery Ltd

26 Hall Street, BIRMINGHAM, B18 6BS

Inspection date

Previous inspection date

22/02/2013

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 provide a fair variety of interesting experiences that promote learning and, as a result, children remain focused during activities. A wide range of good quality resources are available to stimulate children's exploratory skills.
- Children are happy in the nursery and the key person system clearly helps them to form strong attachments. Children feel secure and are generally well behaved.
- Partnership working contributes positively to children's care and learning, and a programme of professional development ensures staff maintain up-to-date knowledge to enhance their skills to support the children.

It is not yet good because

- Less experienced staff are not sufficiently confident about their understanding of child protection. As a result, children's well-being is not fully promoted.
- Staff do not consistently help children to gain an awareness of healthy eating and they do not always promote children's self-help skills, for example, to pour their own drinks. Consequently, children's independence skills are not developing sufficiently.
- Arrangements for drying hands are not consistently rigorous. Consequently, children are not always learning about good hygiene practices.
- The progress check at age two is not yet completed and shared with parents to support ongoing assessments of children's stage of development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in two rooms.
- The inspector discussed children's observations and looked at a selection of records.
- The inspector held meetings with the owner/manager and the deputy manager, and spoke with staff and children during the inspection.
- The inspector carried out a joint observation of teaching and learning with the deputy manager.
- The inspector took account of views of parents spoken to on the day.

Inspector

Adelaide Griffith

Full Report

Information about the setting

San's Day Nursery Ltd was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted premises in the Hockley area of Birmingham. The nursery serves the local area and children who come from further afield. It is accessible to all children. It operates from two large rooms. An outside space is not available for play. The nursery staff access the nearby park.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday all year round, except for a week at Christmas. Sessions are from 7am to 6.30pm on weekdays, and from 8am to 4.30pm on Saturdays. Children attend for a variety of sessions. There are currently 29 children on roll who are in the early years age group. Children aged over five years also attend the holiday play scheme every holiday, including half term. The nursery provides funded early education for three-and four-year-olds. The nursery supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- support less-experienced members of staff to develop clear understanding of child protection procedures and their role with regard to child protection in the nursery, to ensure children are fully protected at all times
- complete the progress check at age two for children in this age group. Use the information to enhance identification of gaps in children's learning and extend information given to parents to support children's ongoing progress
- improve sharing of information with other early years settings that children attend, to ensure effective continuity and progression in their learning and progress.

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

- review monitoring to ensure staff improve the practice of children's occasional use of communal towels in order to support their understanding of good hygiene at all times
- provide more support for pre-school children to increase their self-help skills, for example, by providing opportunities for children to consistently pour their own drinks and to serve themselves, and help children to learn about the benefits of healthy eating.

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

Staff have a sound understanding of promoting the learning and development of children. Appropriate levels of support are provided to ensure children have opportunities to make progress from their starting points. Staff discuss parents' expectations for their children's development during the initial assessment and plan activities accordingly. For example, in response to parents' requests, babies are consistently encouraged to be mobile by walking or crawling, and this promotes their large muscle skills fairly well. Staff in the baby room actively engage children in singing nursery rhymes with related actions. As children follow the staff's lead, they learn to sound out words and this develops their language skills appropriately. Children enjoy the interaction with staff as they attempt to copy actions and remain involved as they sing. Staff often read for short periods to children, who are beginning to develop listening skills as they focus on what they hear.

Staff plan frequent outings to the nearby park where children have opportunities to run

around and to access play equipment. Staff provide appropriate challenge as children are encouraged to mount climbing frames on their own or with minimal assistance. As a result, children develop large muscle skills as they maintain their balance and coordinate their movements. Staff plan enjoyable activities, such as decorating Easter eggs to promote children's skills in recognising colours. They competently encourage children to name colours and then move on to recognising a wider range during different activities. Staff generally plan experiences, such as shopping trips, which result in children's understanding of the world. Children demonstrate clear recall of outings by correctly identifying a number of goods and their learning from the experience.

A wide selection of good quality resources are available within children's reach. These stimulate children's exploratory skills as they move around in the rooms and develop play on their own or with peers. For example, babies demonstrate natural curiosity by looking under cushions to see what is there and they repeatedly press buttons to see what happens next. Children choose their favourite books for reading during quiet sessions. They demonstrate clear understanding of using books appropriately as they turn pages to look at pictures. This lays the foundation for literacy skills that are increased as staff read stories and stimulate critical thinking by asking children to predict likely occurrences. The rooms are colourful with a broad selection of posters and displays of children's work. These include examples of children's abilities to make marks and their creativity as expressed through their paintings and drawings.

Staff observe children's learning and plan their next steps, generally by using 'Development Matters in the Early Years Foundation Stage'. Staff are clearly informed about their key children's achievements in the areas of learning and know what children can do. On a daily basis, staff discuss with parents what children do, and they share information about children's progress at parents' evening. Information about assessment includes the achievement of those children who are two years old. The progress check at age two is not currently completed and shared with parents. However, this has minimal impact on children's learning as staff complete ongoing assessments of children's progress to identify any gaps in their learning and share these with parents. Staff regularly discuss learning activities with parents and encourage them to continue with some activities at home, for instance, reading and letter recognition. Staff obtain words in children's first language from parents and use these with a selection of cards to support children's language skills, which are growing steadily.

Children are developing skills in using tools, such as paintbrushes and cutters, with appropriate control. Free-play sessions are an appropriate time for practising skills learned with the guidance of staff during adult-led activities. Accordingly, children count spontaneously and use mathematical language, such as long and short, to describe objects. Pre-school children are developing an understanding of sitting for longer periods during some activities. They also learn to take turns at responding to questions during adult-led activities. These approaches, combined with children's abilities to develop self-care skills, contribute to their preparation for moving on to school at a later date.

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

The well-managed settling-in sessions support children in feeling comfortable in the nursery. A key person is allocated to each child according to the relationships they form during the settling-in phase. Key persons know their children well and interact constantly to strengthen the relationships. As a result, children form strong bonds of attachment and are happy in the nursery. Staff complete daily records for babies and toddlers that reflect care arrangements agreed with parents, and this practice keeps them informed of their children's experiences. Pre-school children are clearly informed about routines. For example, they wash their hands under supervision after lunch and demonstrate a good understanding of the importance of using soap. However, as, on occasions children have access to a communal for drying hands there is a risk from cross-infection. This means that children's good health is insufficiently promoted.

Children join in with tidying away when asked to do so. This contributes suitably to their awareness of safety. Children's confidence develops when they take risks by using scissors and receive generous praise from staff, who acknowledge their efforts. Frequent outside play allows children to engage in vigorous physical activity as they develop an understanding of the effects of exercise on their bodies. Children eat a variety of balanced meals, including those that reflect other cultures. However, staff do not consistently help children to understand the benefits of healthy eating. Consequently, children's awareness of healthy choices is not sufficiently promoted. In turn, this means they are not helped to understand how some foods form part of a healthy lifestyle, which includes the exercise they enjoy. Children are not always encouraged to pour their own drinks or serve themselves at dinner time. Therefore, they do not routinely received sufficient support to build on their self-help skills relative to their age.

Over a period of time, all staff work with children of different age groups at the start of the day when breakfast is served in the baby room. Consequently, children form relationships with other room staff and this prepares them well for transition within the nursery. The positive interaction between practitioners and children ensures children feel secure. They respond appropriately to requests and guidance from staff and, as a result, are generally well behaved.

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

The nursery is suitably led by the manager, who is keen to maintain the professional development of the staff. This is achieved through regular supervision sessions to review performance and to identify training needs. All staff have undertaken training in the Early Years Foundation Stage and have a fairly good understanding of the importance of the prime areas of learning for the development of young children. Although parents are informed about their child's achievements, the record of assessment for progress check at age two is not yet completed, which is a breach of the learning and development requirements.

The manager encourages all staff to contribute to the self-evaluation process by reflecting on how the nursery provides for children. Accordingly, staff have reviewed the provision in the pre-school room and reorganised the layout, resulting in an improvement in children's

behaviour. The manager has identified some areas for improvement, for instance, mandatory training for all staff. She expects that they will benefit from up-to-date knowledge and the enhancement of their skills to support children more effectively. Monitoring of safeguarding and welfare requirements is not sufficiently rigorous. As a result, requirements of the Early Years Register and the compulsory part of the Childcare Register are not fully met. Policies are available relating to the protection of children, and procedures are clearly understood by the majority of staff. However, less-experienced staff are not equally confident about their role regarding the protection of children and the procedures to be followed if there are allegations against a member of staff. However, as the majority of the staff have a secure knowledge of safeguarding, the impact on children's welfare is minimal. Rigorous procedures are in place for recruiting staff and an induction programme is followed to ensure they are informed about policies, procedures and routines. As a result, newly appointed staff gain an understanding of supporting children in the nursery.

The staff have positive relationships with parents, who contribute to the self-evaluation process. Parents comment favourably on the friendliness and caring attitude of the manager and staff towards their children. They are pleased with their children's progress, especially in their language and social skills. A monthly newsletter is produced to inform parents about events and changes in the nursery. Displays relating to the Early Years Foundation Stage ensure they have an awareness of the framework used for the delivery of activities. The manager and staff provide a welcoming environment for all children. The manager understands the importance of sharing information with other settings that a small number of children also attend. However, links are in their infancy so children's continuity of care is not maximised.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- support less-experienced members of staff to develop clear understanding of child protection procedures and their role with regard to child protection in the nursery (Arrangements for safeguarding children).

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

Unique reference number	EY439307
Local authority	Birmingham
Inspection number	883748
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	29
Name of provider	San's Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07530323830

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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
Store St
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M1 2WD

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