

# SADWICA Day Nursery

69 Beeches Road, West Bromwich, West Midlands, B70 6HQ

## Inspection date

05/04/2013

Previous inspection date

10/09/2008

## The quality and standards of the early years provision

**This inspection:**

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

- Staff have a good understanding of how children learn and develop, and use opportunities well to promote their learning through their engagement, enthusiasm and effective teaching methods. Consequently, children are interested and eager to learn.
- Children are confident and sociable and form good relationships with staff, who support their play well. They show independence and curiosity and benefit from many opportunities to initiate their own play.
- Children's participation and exploration are well supported through a stimulating and accessible learning environment, which includes free-flow for the older children into the outdoor play space.
- There is a strong commitment from managers to improve and develop practice to effectively support children's learning. They monitor practice and seek the involvement and views of others, for example, staff and the local children's centre.

### It is not yet outstanding because

- Strategies used to involve all parents in children's learning and development are not always fully effective. This occasionally limits the sharing of information about children's progress and the planning for the next steps in their learning.
- Opportunities for staff to use some aspects of the daily routine, in particular children's lunch times, to engage with children to develop their communication and language skills are not always maximised.

## 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 observed children's free play choices, their lunch time and an outdoor play session.  
The inspector spoke with the manager, the deputy manager and an early years support worker, and engaged with the children at appropriate times throughout the inspection.
- The inspector looked at children's files and learning journeys, planning information and a selection of policies and daily records.
- The inspector took account of the views expressed by several parents spoken to on the day.

## Inspector

Diane Ashplant

## Full Report

### Information about the setting

SADWICA Day Nursery was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a three-storey terraced house on the outskirts of West Bromwich town centre and is run by a management committee. The nursery serves the local and wider area. It operates childcare from several different rooms on the first two floors and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above, including one at level 6. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 47 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It also supports children who speak English as an additional language. The nursery has close links with the local children's centre.

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

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

- consider further ways of ensuring all parents are kept well informed about their children's progress and are able to comment about and contribute to this assessment
  
- review the organisation of children's lunchtime to ensure opportunities for staff to engage with children to develop their language skills are maximised.

## Inspection judgements

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

Children are enthusiastic and engage well in activities as they are supported by staff who make learning fun. Staff are skilled in capturing children's interests and using most opportunities to extend their learning through their spontaneous responses and appropriate use of questions and suggestions. The focus of the nursery is to support children's progress through their own play choices, and staff use these to encompass different areas of learning. Children add their ideas through discussion and also make their own contributions on the planning board. Staff effectively use their observations to reflect on children's progress and to inform the individual play plans which the key person draws

up weekly for each child. This ensures that appropriate support is provided to help children enjoy their learning and make good progress in all areas. Planning is discussed within the room and activities are evaluated to provide effective challenges for individual children. As a result, children are engaged in their learning and are developing the skills that they need to support them in their next stage of learning.

Children's developing language is mostly well supported through conversation, for example, inviting children to share events from home, choosing a character in circle time or naming the different animals and fish in the play tray. Children who speak English as an additional language have a range of visual signs and displays, including those in their own language, and are often supported by the diverse language skills within the staff team. Children engage enthusiastically in a drumming session where skilful and sensitive techniques by staff ensure that all are included and supported, allowing the more reluctant children time to participate. Children learn to wait their turn and listen and respond to others. Children thoroughly enjoy the drumming and singing session, which helps support their language and social skills and inspires a love of rhythm and music. They move and sing in time with the beating drum, suggesting songs to share and registering themselves as whatever character they choose. However, during children's lunch, opportunities to use this social time to engage with children and extend their language are not always maximised by staff.

Staff are pursuing different methods to help engage parents in children learning, for example, by encouraging them to share observations from home or seeking their ideas and contributions for planning. Staff are available to talk to parents about their children's progress whenever they wish and, although these are not freely available, they are invited to view their children's development folders whenever they want. However, opportunities to fully engage all parents in children's learning are not always effective as managers have not given sufficient thought as to how to engage with parents who are harder to reach. This sometimes impacts on the benefits of staff and parents working consistently together to share information to support children's progress.

Children benefit immensely from a very well-resourced environment where they are able to access toys of their choice and initiate their own learning. The free-flow opportunities into the outdoor area for the older children further enhance these experiences. A typical day includes some planned activities, but play is very much led by children's choices and interests. Staff respond well to this and spontaneously change their thoughts and focus to allow play to be led by the children. Staff are skilled at extending children's interests through questions and ideas, and at incorporating the different areas of learning into one activity. For example, role play inspired by an approaching birthday celebration soon extends into making birthday cards. As a result, and encouraged by staff, children create their own designs, talk about colours, count the numbers of candles, make marks and practise their writing skills. Children thoroughly enjoy opportunities to investigate and explore, using many interesting methods and materials. For example, they pour and empty water from different containers or observe the changes when different colour paints or pasta and rice are added to the water. They feel and talk about the different textures and debate what would happen if they cooked the pasta. Children develop their imagination through lots of different role play, trying on different clothes or playing in the home corner and pretending to have a birthday party.

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

Children's well-being is supported through strong relationships with staff and the effective use of key persons to ensure information is shared and support is given as they settle in. For example, parents are given a flexible settling-in time and are encouraged to share all useful information about children's routines and individual needs. The offer of home visits, which most parents accept, creates opportunities for staff and parents to talk openly and observe children in their familiar surroundings. This creates a firm foundation for developing children's sense of security and supports an easier transition from home to nursery. As a result, children show high levels of confidence, independence and enthusiasm in initiating their own play.

Children receive good support and encouragement from staff, which helps them feel valued. Children's behaviour is generally good and they respond well to routine requests, such as sitting down for song time. Through a range of activities and group sessions, children learn to share and cooperate with others, to listen and await their turn. Staff provide opportunities for them to develop their independence by taking responsibility for small tasks, such as setting the tables for lunch or sweeping the floor. The learning environment is well planned to enable children to confidently explore and investigate, to follow their own preferences and make their own decisions.

Children are developing a good awareness of health and safety through guidance from staff and the opportunity to take responsibility for their own well-being. For example, they learn to take appropriate action to keep themselves safe on a large patch of snow in the garden, by taking more care and riding their bikes slowly. They move with great confidence around the nursery and into the outdoor area. They are routinely reminded to take care, for example, when moving water between trays during a water play session. Children are developing their self-care skills as they know to wash their hands before eating and after toileting and how to take care of themselves by wrapping up in the cold weather. Regular outdoor play and physical activities provide lots of exercise and fresh air to promote their health. Children's health is well supported through healthy snacks, nutritious meals and access to drinks at all times.

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

Managers have a clear understanding of their responsibilities to keep children safe and meet the legal requirements. Safeguarding is an integral part of staff induction and is regularly discussed at staff meetings. Staff are knowledgeable about the procedures for keeping children safe, such as ensuring their safe collection and the safe use of mobile phones in the nursery. All staff, including new volunteers and apprentices, have a clear understanding of their roles and responsibilities with regard to passing on any child protection concerns appropriately. Resources are well maintained and the environment is kept safe through visual and written risk assessment methods. This enables children to move safely and confidently around the nursery and access resources of their choice, which are within easy reach.

The nursery has made good progress since the last inspection and has worked hard to address all the recommendations made to improve practice. This is as a result of the professional commitment of management and staff to continuous improvement and through developments made to enhance learning opportunities for children. Reflective practice is ongoing and parents are encouraged to share their views through regular discussions with staff and through questionnaires and comments. They are also invited to become part of the management committee so that they can offer ideas and help shape the nurseries future. Staff show a good commitment to improvement through attending training. Management have a good understanding of their responsibilities to meet the learning and development requirements. They use various quality audits and support provided by other early years practitioners, such as staff at the local children's centre, to monitor and develop the educational programme and improve the quality of teaching. Staff development is well supported through regular meetings, supervision and appraisals. Therefore, information is exchanged, support is provided, any areas for improvement are highlighted and action is taken.

Partnerships with parents are mostly strong and they are provided with a range of information about the nursery through useful displays and a regular newsletter. Staff share information about each child's day with parents on collection and encourage them to meet and discuss their children's progress and view their learning records. Staff have started to use the progress check at age two and understand the need to share this with parents and get their views. Parents are invited to events at the nursery and enjoy special trips to the seaside. The nursery has established good links within the community, such as the local Sure Start Children's Centre. Parents are signposted to facilities offered at the centre, staff benefit from their training and support, and both work together to support any specific needs a child may have. They also join together for community events. There are good links with the local school and nursery to help support children's transitions. For example, children use the computer suite at the school, and staff and children are soon to start school exchange visits and share learning journeys to help support children's development.

### **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
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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>	255148
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	876555
<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>	52
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Sandwell and District West Indian Community Association
<b>Date of previous inspection</b>	10/09/2008
<b>Telephone number</b>	0121 525 5125

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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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