

# Rasmi Nursery

106 Sampson Road, BIRMINGHAM, B11 1LD

## Inspection date

Previous inspection date

14/05/2013

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

- There is an appropriate balance of child-led play and adult-led activities and a wide range of indoor resources to support learning. As a result, children consistently explore their surroundings and engage in active learning.
- The staff manage the settling-in process well resulting in a smooth transition from home to the setting. Their warm interaction helps children to feel secure and this means that they form strong attachments.
- The manager and staff have a clear understanding of procedures to be followed if there are concerns about children in their care. As a result, children are protected.

### It is not yet good because

- Staff supervision and the monitoring of the delivery of activities is not sufficiently rigorous to ensure staff receive clear guidance on where they can make improvements to support children's progress effectively, such as how to make the most of the available resources and opportunities to build on children's understanding of healthy eating.
- Children do not have enough opportunities to develop their self-help skills through routine activities, such as pouring their own drinks at snack time.
- Self-evaluation is in the early stages of development and lacks focus to secure continuous improvement in the quality of provision.

## 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 sampled a selection of documents including children's records.
- The inspector carried out a joint observation of a teaching/learning activity with the manager.
- The inspector spoke with parents on the day of inspection.
- The inspector conducted a tour of the premises during the inspection.
- The inspector spoke with the representative of the provider, the manager, staff and children.

## Inspector

Adelaide Griffith

## **Full Report**

### **Information about the setting**

Rasmi Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Sparkbrook area of Birmingham and is managed by a limited company. The nursery serves the local area and is accessible to all children. The nursery currently operates from two of the five available rooms and there is a fully enclosed area available for outside play.

The nursery employs three members of childcare staff including the manager. All hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday all year round. Sessions are from 8am to 6pm and children attend for a variety of sessions. There are currently 17 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:**

- ensure staff receive effective supervision and coaching to improve their personal effectiveness, so that they are able to provide high quality learning experiences for all children by shaping learning experiences to help them make the best possible progress in their learning and development.

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

- strengthen the development of children's growing independence through routine activities, for example, by encouraging them to do things for themselves, such as pouring their own drinks at snack time
- implement more thorough and focused self-evaluation which includes the views of parents and children and strengthen the links between identified priorities and plans to secure continuous improvement.

## Inspection judgements

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

The staff have a reasonable understanding of how to promote children's learning and they provide a variety of activities which children enjoy. For example, children play outside daily and have opportunities to run around freely in the spacious area. As they push friends in bubble cars children develop their large muscle skills and learn to develop a caring attitude towards others. Staff take some of the indoor resources outdoors to encourage learning in both spaces. For example, large floor puzzles are accessible and children select these and maintain concentration as they persist in fitting pieces together. This means that children engage in active learning as they keep on trying to solve problems during play. Although there is a limited range of resources to promote children's play outside, staff often take them to the nearby park where an appropriate selection of equipment is available to support them in developing all round physical skills.

Some staff are less skilled at using the available resources to support children's learning effectively. For example, they select small books rather than the large ones for group activities. Therefore, some children can only see the big pictures to support their understanding of the story as it is read. As a result, a few children sitting at the edge of the semi-circle lose interest at times. Staff asks questions as the story progresses and wait for children's answers. The questions challenges them appropriately to develop critical thinking skills. The staff encourage children to join in singing favourite songs and rhymes and this promotes their language skills appropriately. By choosing their songs, children have opportunities to express their preferences and staff follow their lead consistently during such activities.

There is an appropriate balance of child-led play and adult-led activities. For instance, the daily timetable includes several sessions for children to choose resources as they take charge of their play. Alternatively, they ask staff to provide specific materials, for example, for painting. As children stir paint in small containers and splash this onto paper, they hold fine brushes and use these with good control, resulting in well-developed hand-eye coordination. Throughout activities, staff talk to children and this promotes their language skills appropriately including those children who speak English as an additional language. A number of children aged four years leave the setting for school in the near future and staff prepare transition forms to ensure teachers have a clear overview of children's development.

Staff generally challenge children, for example, to name letters as they select some randomly during play and encourage them to place them in appropriate slots during a game. Through planned activities staff promotes children's skills across all areas of learning and they encourage counting as part of the routine activities. More able children have well-developed skills in making marks, for instance, they draw pictures of their family with distinct proportions to represent parents and children. This means that children understand the world around them and the roles in families. Staff promote children's skills by supporting their creativity with gluing and sticking a selection of materials in their designs. Staff observe children during play and record what they can do. They identify the

next steps in learning by referencing observations the Early Years Foundation Stage documents. Staff clearly explain the age bands which indicate that children are at the expected level of development, but as yet assessments are not completed because children have attended the setting for a relatively short period. At this stage they have obtained information from parents about children's abilities through discussion and by completing 'all about me' forms. Consequently, staff have an adequate understanding of planning for children's individual learning and have included additional activities to support children who have less developed language skills. Parents are encouraged to continue with activities including delivered in the setting, for example, counting. This enhances children's learning and development at home. The special needs coordinator follows guidance from external professionals to support children with speech and language delay to ensure they make progress in their development and are appropriately prepared for the next step in their learning.

A fair range of resources are available to support children's learning indoors. For example, dressing-up clothes are accessible and help children learn about the world around them. Children enjoy play at the water tray as they move objects about exploring what stays on the surface. Children have opportunities to develop their play at their own pace. For instance, they lie on beanbags and are relaxed as they remain focussed on books and sit quietly while concentrating on turning pages. Consequently, children are allowed time to engage in activities of their choice and this support them in developing the characteristics of effective learning.

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

A gradual settling-in period helps children to feel comfortable and, as a result, they make firm attachments with key persons. As staff discuss children's need with parents they continue with agreed arrangements. For example, they sensitively use some words in children's first language and the equivalent in English to communicate. As a result, children have a sense of belonging and experience a fairly smooth transition from home to the setting. Staff interact positively with children and encourage them to identify their preferences during play. Consequently, they are confident to ask for support, for example, to access resources. Staff manage behaviour competently by encouraging children to share and to allow others to use resources before accessing these. Therefore, children learn to gain an understanding of the rules of behaviour, and as a result, they are generally well behaved.

By accessing large play equipment in the local park, children learn to take risks when climbing frames or spinning on roundabouts. Through daily outside play children's physical skills are promoted but variations in the quality of staff practice means that some staff do not make best use of all the sessions to talk to children about the effects of exercise on their bodies. Children eat healthy snacks and the contents of lunch boxes are, on the whole, balanced with fruit, raw vegetables and sandwiches with a range of fillings. However, some staff do not extend children's awareness of the benefits of healthy eating as promoted through planned activities. Therefore, children do not gain a full understanding of the importance of physical exercises and healthy eating to maintain a

consistently healthy lifestyle. Children are encouraged to take responsibility for their personal hygiene, for example, by washing hands independently. However, staff pour children's drinks during snack time and do not consistently explore opportunities to strengthen children's self-help skills. As a result, children only take responsibility for some aspects of their care during specific activities.

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

The manager and staff have a clear understanding of their roles to safeguard children. Robust recruitment procedures and the vetting of staff ensure they are suitable to work with children. The staff are fully informed about procedures to be followed if they have concerns about the children in their care. This means that children are protected well. Policies are updated and staff have an adequate understanding of procedures, for example, to ensure that they do not use personal cameras and mobile phones in care rooms. Controlled entry to the premises and a keypad on internal doors to the care rooms ensure that children's security is maintained appropriately. Staff constantly supervise children during play activities indoors and outside and this keeps them safe in the setting.

The manager has a sound understanding of how to promote children's learning and basic arrangements are in place for performance management of staff. Training courses are identified to extend staff skills. Currently, one member of staff is waiting for a place to train for the role of special educational needs co-ordinator. However, the manager does not provide effective day-to-day supervision to continuously develop staff skills or monitor staff's practice rigorously when they deliver activities. Consequently, staff practice is variable and she does not identify where improvement can be made for staff to support children's learning more effectively to ensure they make good progress from their starting points.

The management team and staff have reviewed aspects of the setting, such as the care practices and have discussed healthy eating options with parents as set out in a dedicated programme. They have reviewed the effectiveness of the healthy initiative with parents to clarify the benefits. However, they have not taken into consideration the views of children to make improvements relating to the activities that are used for learning experiences. This means that changes resulting from reviews do not necessarily address children's individual needs. The improvement plan is focussed on making some changes, for example, to provide more resources including 'chattersacs' to support children's language skills.

There is a supportive partnership with parents as staff speak their first languages and are able to communicate freely with parents. They provide information about the Early Years Foundation Stage and parents have opportunities to purchase books through the scheme that operates from the setting. A monthly newsletter keeps parents informed about events and activities in the setting. The manager and staff work generally well with external agencies, such as the early years consultants. They follow guidance appropriately to promote children's learning and care. The setting does not currently care for any children

who attend other early years providers. The manager is fully aware of the importance of liaising with other professionals if necessary to ensure there is continuity in their learning and care at all times.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY453008
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	893878
<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>	17
<b>Name of provider</b>	Sareer Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 753 2830

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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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