

# Samira Daycare

16 Windsor Street South, BIRMINGHAM, B7 4HY

## Inspection date

11/06/2013

Previous inspection date

21/07/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 suitable variety of activities in a welcoming environment and this allows children to develop skills in exploring their surroundings at their own pace.
- The effective key person arrangements help children to form strong attachments and as a result, they feel secure in the setting.
- Staff are appropriately informed about procedures to be followed if they have concerns about children in their care. Consequently, children are protected.
- The setting works well with other professionals, who provide guidance for staff to help children, who need additional support.

### It is not yet good because

- Some staff are less skilled at managing behaviour and as a result, children do not benefit fully from their learning experiences.
- The monitoring of practice and assessment is not yet established to identify where improvements are needed to support children's progress and the self-evaluation does not take account of the views of parents to make changes for their children's benefit.
- Staff do not provide consistent information about children's progress to ensure parents regularly contribute to children's learning in the setting.

## 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 held discussions with the managers and staff and spoke with children.
- The inspector observed activities indoors and in the outside space.
- The inspector sampled a selection of documents, including policies and children's records.
- The inspector spoke with parents on the day of inspection.
- The inspector conducted a joint observation of a teaching and learning activity with the manager.
- The inspector conducted a tour of the premises during the inspection.

## Inspector

Adelaide Griffith

## **Full Report**

### **Information about the setting**

Samira Daycare is owned by a limited company. The setting was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from premises in the grounds of Al-Birr Independent School. It is situated in the Nechells area of Birmingham and serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outside play.

The provision employs eight members of childcare staff, including the manager. Of these, seven hold appropriate early years qualifications at level 2 and above.

The provision opens Monday to Friday during term time. Sessions are from 9am to 3pm. Children attend for a variety of sessions. There are currently 53 children attending, who are in the early years age group. The provision provides funded early education for three- and four-year-old children. It supports a number of 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 staff to develop a good understanding of the behaviour management policy and ensure the named person for behaviour management has the necessary skills to advise other staff on behaviour issues to promote children's good behaviour consistently
- make use of ongoing observation and assessment of each child's progress against all seven areas of learning; taking account of their starting points, age and stage of development and use the information to identify the next steps in their learning.

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

- develop further the relationship with parents to fully involve them in their children's learning and development and to contribute to children's progress records
- improve the methods for reviewing and monitoring practice so that weaknesses, for example, in teaching, are quickly identified and ensure action is taken to address these to support children to make good progress in their development
- build on self-evaluation by extending how the views of parents are incorporated to further assist in identifying areas for further improvement.

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

Staff have a sound understanding of supporting children's learning through a variety of activities. In the baby room, emphasis is placed on the prime areas of learning to ensure children receive the support they need to promote their development. Through activities, such as painting, staff encourage younger children to explore textures, thereby, promoting their sensory learning. However, the delivery of such activities is not always interesting because some staff do not engage children appropriately according to their stage of development. As a result, children remain engaged because they enjoy play with paint but they are not sufficiently stimulated to gain other benefits from this experience. The daily routine includes a reasonable balance of child-led play and adult-led activities, as staff include these in the planning. All children have opportunities to develop their play in the welcoming environment, which is supplied with age-appropriate resources. In the baby room, toddlers access a selection of toys, including a basket of natural resources. They maintain concentration and take delight in what they already know by moving items in and

out of the basket repeatedly. The organisation of the pre-school room allows children to access resources that help them to focus on different areas of learning throughout the day. For example, children enjoy play at the sand tray, where they mould sand into balls and press on these vigorously to hold them together. As a result, children take charge of their play and learn actively during the process.

Staff talk with parents about what children do at home and during the settling-in period, they observe children's play to gain an understanding of how to plan for their learning. Regular observations and accurate assessments of children's learning indicate their achievements. However, the next steps in their learning are not always included to move them on systematically. Therefore, the support children receive is appropriate for satisfactory, but not good progress.

Children with a range of first languages are making relatively good progress in their ability to speak English because staff competently focus on developing these skills. They constantly speak to children in English and this helps to prepare them appropriately for the next stage in their learning when they start school. Staff use the assessment of children's learning to identify where they need additional support, for example, to develop concentration and in their speech and language skills. As they follow guidance from external professionals, children receive targeted support. Accordingly, they are beginning to communicate more when interacting with the staff. All parents receive information about activities that help children to learn and staff suggest how they can support their children in the home. For example, they encourage parents to focus on counting, reading and making marks. However, progress reports are not consistently shared with parents to invite their contribution to children's learning in the setting. This means that the partnership is not fully developed to support all aspects of children's learning.

Staff provide opportunities for children to continue their learning outside to complement what they do indoors. They link the growing of flowers in the base room to the growing of plants in the outside space. This provides continuity as children learn about the world around them. Staff competently model how to use spades to create a hole, in which they place plants and children follow instructions appropriately. As a result, children are supported adequately to develop their hand-eye coordination and small muscle skills. However, staff are not sufficiently skilled at integrating children's thinking into the activity. For example, when children talk about rain falling down from the sky, they do not develop this to make links with watering the plants. This means that they do not always sustain children's thinking throughout all activities.

Staff include children's preferences, such as making marks, when planning other activities. For instance, they provide opportunities for pre-school children to write during activities while connecting letters and sounds. Staff clearly sound out letters and reinforce learning by encouraging children to repeat the sounds. They make the learning experience meaningful by allowing children to use their learning journals to look at their names. As a result, children's self-concept is promoted appropriately. As children choose pencils to write first letters of their name, they remain focussed and use equipment with good control. However, some staff are less skilled at managing the behaviour of a large group of children. As a result, all children talk simultaneously and are not gaining clear understanding of the importance of listening while others talk. Consequently, children's

learning is disrupted because the environment is, at times, noisy. A wide range of colourful displays reflect children's work across all areas of learning. Examples of children's painting and their abilities to make marks are visible in both rooms. In the pre-school room, displays also reproduce their experiences, such as their outing to a nearby park to act out a story relating to a bear hunt. As a result, children engage in some enjoyable experiences that promote their learning.

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

The well-established key person system helps children to settle fairly quickly when they start in the setting and as a result, they form strong attachments. Key persons work closely with parents to ensure all children's needs are met. For example, during the initial settling-in phase, staff use dual languages to communicate. Consequently, children experience a smooth transition from home to the setting and are happy in the environment. Staff, in the baby room, discuss care arrangements with parents and ensure they follow the preferred routines, resulting in a feeling of security as children's individual care needs are met. They interact constantly with children by talking and joining in with play as appropriate. Therefore, children have a sense of belonging.

Children understand the routine of the setting, for example, to wash hands after outside play and staff remind them to do so in relation to relevant activities, such as messy play. Children respond appropriately to these reminders and follow guidance as requested. However, when dinner is first served in the pre-school room, most children wait for instructions before helping themselves but a few demonstrate less self-control at waiting for their turn. This means that, at times, children do not demonstrate a clear understanding of the boundaries of behaviour and this results in some instances of unacceptable behaviour. Staff promote children's independence well. Except for young babies, all children feed themselves and in the pre-school, children take responsibility for selecting their plates and cutlery before dinner is placed on the table. Children pour drinks, which are accessible at all times and staff competently support toddlers to wash hands correctly by talking about the importance of using soap and drying hands thoroughly.

Children have opportunities for daily outside play and learn to take risks under close supervision. For instance, toddlers mount the climbing frame, one step at a time and succeed in accessing the platform unaided. Staff support children appropriately, for example, to come down the slide, this helps them to develop confidence in their abilities. As children run around in the spacious outside playarea, they learn about the effects of exercise on their bodies. The premises are kept secure as the main door to the setting is locked after the arrival of children. Only staff operate the keypad to the base rooms to allow access to parents and visitors. The gates to the outside play space are secured with locks at all times when children are outdoors. This means that children are kept secure when they are on the premises. When children turn two years of age, they move from the baby room to the pre-school room. Staff ensure that they provide several taster sessions, so that children have time to form new relationships with other staff and peers before the permanent move. Consequently, children benefit from stress-free transitions within the setting and this supports their feelings of emotional security.

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

Arrangements for safeguarding children in the nursery are satisfactory. A newly-erected fence divides the outside space into sections and does not pose a hazard to children. The ground is resurfaced and currently there are no holes that compromise children's safety. Recently updated risk assessments are available for the premises and hazards are identified with appropriate steps to address these. Staff also carry out risk assessments for outings and these ensure children are appropriately supervised and kept safe. Therefore, their safety is appropriately maintained.

Staff have a sound understanding of safeguarding children and are informed about their roles to protect children if they have concerns about their safety. The manager has completed training for designated senior personnel and is clearly informed about her role to support staff and children. Robust recruitment procedures and the vetting of staff, ensure that all are suitable to work with children. Accordingly, the combined effect of all these procedures ensure that children are protected in the setting. The manager has a well-developed understanding of the learning and development requirements to ensure children's learning is appropriately promoted. She currently models methods of teaching intermittently. However, the monitoring of activities and assessment has recently started and is not yet embedded. This means that children do not always receive skilful teaching and the next steps in learning are not always reviewed to ensure children make good progress over time. She is aware of the importance of the progress check at two and this is consistently completed as children move from the baby room into the pre-school room. All staff benefit from regular supervision sessions to help them identify where they need support, for example, through training. Twice-yearly appraisals are used to discuss performance and underperformance is supported through action plans to meet the needs of staff. Consequently, staff receive guidance to increase their skills in working with children and this contributes to the professional development programme. For example, a behaviour management co-ordinator has been recently appointed to support all staff to understand and implement the behaviour management policy effectively.

Regular staff meetings feed into the self-evaluation of the setting and the manager identifies changes made since the last investigation. For instance, the outside space is developed with different surfaces according to the types of play. Staff involve children in the improvement of the setting by asking for their suggestions to develop the outside play space. As a result, the management team has included a digging and a planting area to promote children's all-round development more effectively. The recent improvement plan indicates how the setting will extend the preparation for children's next stage in learning. They intend to make arrangements to visit local schools to ensure children have an awareness of what to expect when they leave the setting. The management team have included additional resources in their improvement plans. For instance, they acknowledge the need for new books to replace the torn copies currently available, to support children's learning more effectively. They also intend to increase the outside play equipment, to

provide more challenge for children during physical play activities. However, the team does not routinely ask parents for their suggestions for improvement. This means that parents do not contribute to decisions to make changes in the setting that reflect a shared understanding of how they can benefit children's care and learning. The supportive partnership with parents is based on consistent communication. Key persons share information daily about children's experiences and displays in the reception area keep them informed about the Early Years Foundation Stage and events in the setting. Recently, the management team and staff have organised a cultural day to help parents develop an awareness of the range of cultures represented in the setting. Parents comment positively on this experience when they contributed to the interesting experience, by wearing their cultural outfits and they have participated in workshops to learn about activities delivered in the setting. This means that parents are supported appropriately to gain an understanding in helping their children to learn at home. Parents' comment favourably on what children have achieved in the setting, such as an increase in their speech and language skills. The management team works equally well with other professionals. They follow guidance from the local authority personnel and staff from the local children's centre to support children's care and learning. 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>	EY420742
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	920614
<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>	50
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Samira Daycare Limited
<b>Date of previous inspection</b>	21/07/2011
<b>Telephone number</b>	01213592299

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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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