

Anka Day Nursery

23 Lozells Road, BIRMINGHAM, B19 2TL

Inspection date

09/07/2013

Previous inspection date

14/04/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Toddlers and older children are confident, purposeful learners who make good progress. They enjoy a wide range of rewarding activities, planned by staff who have a good knowledge of each child's interests and next steps.
- The premises are welcoming, well maintained and safe, and additional systems are in place to further ensure children's safety.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- The nursery has positive relationships with parents and other providers, ensuring good information sharing about children's care, learning and development. This helps to make a smooth transition for children as they move within the pre-school and when they go to school.

It is not yet outstanding because

- There is scope to improve the routine of each session to ensure that opportunities for children to have good lengths of uninterrupted time for play are maximised, to enrich children's engagement in the activities.

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 activities in the toddler room and pre-school room, the outside learning environment and children having their lunchtime meal. The baby room was observed, but was not in use during the inspection.
- The inspector talked to children and staff, and also held a meeting with the deputy during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the nursery, the provider's self-evaluation systems and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection and from parent questionnaires.

Inspector

Patricia Dawes

Full Report

Information about the setting

Anka Day Nursery was registered in 1985 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the first floor of a converted church hall in the Lozells area of Birmingham, and is managed by a board of trustees. The nursery serves the local and surrounding areas and is accessible to all children. It operates from one large room, divided into separate areas within the church hall, and there is an enclosed area for outdoor play. The nursery has links with the school and children's centre.

The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and three hold a qualification at level 6.

The nursery opens Monday to Friday for 51 weeks a year. Sessions are from 8am until 6pm, Monday to Thursday, and from 8am to 5pm on Friday. Children attend for a variety of sessions. There are currently 38 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 supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- find ways of developing the daily programme of activities to include more time for the children to be involved in uninterrupted play, to enable them to become more deeply involved in their activities.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They have updated their knowledge in line with the Statutory framework for the Early Years Foundation Stage and adapted their systems for observing children's progress. Staff liaise well with parents at the start to gain as much knowledge as they can to plan for children's individual interests. Staff follow this on with a regular exchange of information with parents regarding children's learning and development, which helps to ensure they continue to support their children's learning at home. Transition between rooms is well managed, with children's assessments following through with them. Regular spontaneous and photo

observations capture significant moments as well as more detailed observations. Staff are aware of the Early Years Foundation Stage progress check at age two and gather useful information in order to complete this when required. Opportunities to discuss children's development include regular parent meetings, and access to learning journals are planned. Staff ensure parents are updated with information about the Statutory framework for the Early Years Foundation Stage, which enables them to be involved in their children's learning.

Staff members join children in their play throughout the day, readily conversing with them to stimulate children's interest and foster their developing language skills. Bilingual staff sensitively support children's communication and language during their play, particularly those who speak English as an additional language. Children are beginning to anticipate key events and respond to what they hear with relevant comments, questions and actions. They enjoy singing, especially the new song they are learning for their 'graduation ceremony'. They suddenly burst into singing this song even when riding their trikes outdoors. Staff have supported children to use their imagination to write poems, which were entered in a poetry competition, some of which have been selected and will be published in the monthly magazine. Staff engage well with the children to encourage their interest and make learning fun, and use suggestions and questions to challenge their thinking. Staff are relaxed and supportive of children and know them well. Children are encouraged by the staff to share toys and play together to promote their social skills in preparation for later transition to nursery and school. Staff regularly take small groups of children to a quieter area where they share in a particular activity, such as a game which involves them memorising everyday play items and recognising when one has been taken away. Staff use this as a method to closely observe children's engagement and assess their progress. All children have good opportunities to spend time outdoors in the fresh air to promote their physical skills on the larger equipment. Children engage in imaginative play in the role play area, make music and explore the different sounds of instruments during circle time.

The learning environment is bright and inviting, and all children have easy access to a wide range of resources, both inside and outside, which follow their interests and engage them. Children's artwork is displayed around the rooms, and accessible resources enable children to confidently make their own choices. Children are encouraged to freely explore their environment and initiate their own play. Toddlers enjoy exploring their environment as they examine themselves in the mirrors, try intently to catch bubbles or investigate the varied contents of the treasure baskets. Older children enjoy making snakes and cakes using play foam or happily use their imagination looking after the 'babies', dressing and undressing them. There are different resources and games for encouraging number and shape recognition as children concentrate as they build towers, match colours or look at the weather board outdoors.

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

Pre-arranged settling-in sessions help children to make the change from home to the nursery. This helps children to settle quickly and parents feel comfortable leaving their children. Children settle well into the nursery, which is bright, spacious and invitingly

decorated so that they and their parents feel welcomed. The settling-in period is well organised so that key persons get to know children and their parents and share important information about their individual needs. Positive engagement by the key person and lots of spontaneous praise and encouragement from staff throughout the day help to develop children's confidence so they feel secure and try out new things. Staff are fully aware of the importance of the three prime areas in developing children's confidence so they can make their own play choices and initiate their own learning. However, at times the routine of the session interrupts children's engagement in their play, such as when activities are packed away too quickly or children wait too long for snacks and lunches.

Younger children freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the wide range of interesting resources. Most older children are very sociable and independent and confidently engage with staff and their peers, with staff patiently but firmly reminding some when they become a little over excited or challenging. Throughout the nursery children are supported in their social skills so they learn how to play together, share toys and take turns. Older children competently help themselves to drinks and are beginning to serve themselves food and snacks, with staff on hand to offer support. Transitions between rooms and with other providers the children attend are carefully planned to make sure children are secure. Older children are fully prepared for the school environment because staff make sure they are confident and well prepared socially. Therefore, continuity of children's care is assured.

Children's health is well supported through attention to daily routines like nappy changing, while others are developing their own self-care skills as they independently access the toilet and wash their hands. Healthy eating has a high focus at this nursery, where children enjoy a very nutritious and varied menu and daily healthy snacks. They all have access to the 'water igloo' during the day, particularly after energetic play outdoors. Children are learning to play safely through regular reminders from staff, and they respond well to clear guidelines. They independently take themselves to the toilet, use tools, such as scissors, or take their daily trips downstairs for outdoor play. Play activities throughout the day, such as using the climbing equipment outdoors or enthusiastic participation in physical activities in the main area of the room, provide opportunities for children to exercise their limbs and have fun.

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

Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass concerns on effectively. Safeguarding features highly in induction and at the regular staff meetings, and all staff have attended external training. A very informative display on the notice board ensures parents are fully aware of safeguarding procedures. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Visual and written records, such as risk assessments and daily checklists, support and ensure that good standards of health and safety are maintained, both indoors and outdoors.

There are robust recruitment and selection processes in place to ensure the suitability of the staff. Regular room and staff meetings ensure practice is discussed, policies are shared and reviewed, and new targets are set. Management show they value their staff and encourage them to share their views and opinions openly in an environment of trust and respect. Regular supervision sessions where staff practice is evaluated are carried out to identify strengths and areas for development, as well as training to be sourced.

The leadership and management of the nursery is strong. The board of trustees have a positive vision for providing a high quality service. Regular meetings with the nursery managers ensure staff are fully committed to reflective practice and encourage the views of staff and parents to achieve this. The managers carry out regular monitoring of the educational programme to offer support and guidance. An open-door policy provides opportunities for staff and parents to consult with them at any time. There are regular and effective methods for reviewing practice overall through internal audits and external reviews. These systems clearly identify the strengths and weaknesses of the provision to enable the nursery to continue to move forwards on their journey towards excellence. Good support is provided by outside professionals and there is a strong commitment to ongoing training to enhance staff's knowledge and practice.

Partnership with parents is strong, and they comment on the positive support and approachability of all staff. An informative display board, parent prospectus and regular newsletters ensure that parents are informed about all aspects of the nursery. Parents' views are invited through questionnaires and daily discussion with staff. They are kept informed of children's daily progress through regular feedback from staff and by sharing the children's learning journals. Staff understand and work in partnership with other professionals to support children with special educational needs and/or disabilities, ensuring they make good progress. Partnerships with other settings children attend promote continuity in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	229014
Local authority	Birmingham
Inspection number	871419
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	38
Name of provider	Anka Day Nursery Committee
Date of previous inspection	14/04/2010
Telephone number	0121 515 2538

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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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