

# San's Day Nursery Ltd

26 Hall Street, BIRMINGHAM, B18 6BS

## Inspection date

09/01/2014

Previous inspection date

22/02/2013

## The quality and standards of the early years provision

**This inspection:**

3

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 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 requires improvement

- Children enjoy their time at nursery, engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development.
- This is a welcoming and lively learning environment in which children are secure, happy and confident to express themselves.
- Children are protected because staff are clear in their understanding and implementation of their safeguarding policies and procedures, and effective risk assessments ensure the environment is safe and secure.
- Staff share a positive vision for the nursery. They have made significant improvements since their last inspection and continue to evaluate and make well-targeted plans to enhance the provision.

### It is not yet good because

- The welfare requirement in relation to complaints is not fully met. This is because the nursery's complaints log lacks some required detail and they have not followed correct procedures for dealing with and responding to written complaints within the required timescale.
- Some inaccurate information, which is shared between parents and key persons, results in occasions when children's care is not fully tailored to their individual needs.

## 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 the two main playrooms.
- The inspector held meetings with the owner, manager and deputy, and spoke with staff at appropriate times throughout the inspection.
- The inspector sampled children's records, learning and planning documentation and a selection of policies and procedures.
- The inspector took account of the views of parents.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, as well as the provider's self-evaluation and improvement plan.

**Inspector**  
Lucy Showell

## Full report

### Information about the setting

San's Day Nursery Ltd was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in 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, and a small outside space and the local park are available for outdoor play.

The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Saturday 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 45 children on roll who are in the early years age group. Children aged over five years also attend the nursery's holiday playscheme. The nursery provides funded early education for three- and four-year-olds.

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

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

- ensure all complaints received are recorded appropriately, including details of the investigation and outcome in relation to the welfare requirements, and that the complainant is notified of the outcome of the investigation within 28 days of the complaint being received.

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

- strengthen relationships between parents and key persons by ensuring accurate information is shared, so that children's care is consistently matched to their individual needs.

## Inspection judgements

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

The staff have good knowledge of the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. They understand how children learn and provide a good range of opportunities and activities which promote children's development. For example, there is a good balance of free play and adult-led, structured learning. Parents are invited to share ongoing information about children's progress and interests at home. These, together with staff's regular observations and assessments, are

linked to typical developmental ages and stages and used to plan for the next steps in children's learning. As a result, the varied curriculum ensures every child makes good progress given their starting points. Furthermore, the progress checks at age two are completed and shared with parents to identify any further learning that may require support. Regular communication with parents, and the sharing of and contribution to children's learning records, ensures that children's development is supported both in nursery and at home. Many parents say that they are very pleased with the progress their children have made and are very happy with the staff's approach.

Children's learning is well supported by staff who are knowledgeable about how children learn. They offer well-considered interactions to ensure children are learning in a variety of ways. Children who need more support are helped by staff as they adapt tasks according to their ability. Children are engaged and motivated by the activities and learn independently. A member of staff is close by to support them to extend their learning when required. During group times, children sit with staff, confidently talking about the 'nursery rules' and singing songs. Younger children particularly enjoy action songs and make sure that they have a big enough space to be able to do all the actions. There are many lively interactions and jovial banter between children and staff, which helps them to build good relationships and leads to new learning opportunities. For example, when staff make the children laugh, a child say 'you are funny like a clown'. This is followed up by staff ask they talk with the children about circus skills, such as juggling. There are good opportunities to access a range of resources and children are confident in selecting what they would like to play with. In the role play areas they act out real and imagined experiences as they make 'dinner' and 'drinks'.

Younger children explore their environment well. They choose from a good variety of activity toys, jigsaws, bricks, dolls, teddies and books. Children build with varied construction bricks, with staff extending children's learning as they ask relevant questions about height and width. Furthermore, staff plan more focused activities to support children's specific needs. For example, they provide good opportunities for children to converse in different languages and dialects, and use lots of rhymes and songs to support children's communication skills. Children enjoy regular opportunities to go outside. Although there is very limited outdoor space at the nursery, staff take children on walks in the local environment and to the park close by. This helps children to gain an understanding of the world around them, as well as giving them good opportunities to run and jump. This means that teaching is good because staff recognise that children learn well through active learning, playing and exploring. They encourage children to think for themselves and make choices about how to do things. For example, at teatime children are encouraged to make their own sandwich and select the filling from the healthy options available. In this way, children are learning important skills that will form a firm basis for their future learning.

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

There is an established key person system to promote the feeling of security within the nursery. This helps children to become settled and form friendly relationships with familiar staff. Generally, suitable information is gathered from parents about children's

preferences, and any special requirements are discussed. Staff explain clearly to parents about the nursery timetable and usually these fit well with children's individual routines. There are some exceptions to these, and verbal information between staff and parents is shared to make sure specific needs are met. However, there are times when information, such as arrangements for formula feeds, is not recorded before a child starts at the nursery. Furthermore, some information provided to parents does not tally, particularly in relation to how much children have eaten or about nappy changes, and this leads to some confusion. This means that on occasions, children's individual routines are not carefully considered and information shared with parents is not always accurate.

Clear systems are in place to ensure children are safe. For example, there are detailed written risk assessments and relevant daily checks carried out. Furthermore, the robust security systems ensure that access to the nursery is restricted, and reminders to parents and visitors of safety procedures are displayed. For example, there are clear signs which state that mobile phones are not to be used while in the nursery. Children are also becoming more aware of safety aspects. They make sure that they look after the resources and share and take turns. The nursery is adequately resourced and overall there is a range of toys and equipment to meet all areas of learning. Staff recognise that this is an area to develop and are in the process of ordering additional equipment. Children freely access drinking water throughout the day. At snack and meal times they enjoy freshly prepared, nutritious foods, and older children like to serve themselves. In addition, children's health and well-being are encouraged through the sound hygiene practices in place. For example, many use the toilet independently and confidently wash and dry their hands afterwards.

Staff encourage children to develop the independence skills and emotional readiness they need for their next stages in learning and movements on to school. For example, they support children in their understanding of acceptable behaviour and encourage them to take turns, share, listen and be kind to each other. Children make a positive contribution to the nursery as they display mostly polite and cooperative behaviour. Praise and encouragement are regularly used by staff to promote children's self-esteem and to develop their sense of achievement. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and those of differing abilities, receives a happy and enjoyable early years experience.

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

Staff take necessary steps to ensure they safeguard children. For example, staff have a clear understanding of what to look for and how to proceed if they are worried about a child's welfare. Clear information, policies and procedures are displayed for easy reference and to share with parents. This is in order to help ensure children's safety, welfare and care are promoted. Clear recruitment and induction procedures are implemented to help ensure staff are suitable and skilled in their roles. For example, all required checks are carried out, ratios are maintained and staff are supervised well. The nursery values

working in partnership with parents and provides them with the required information about the early years provision. Many parents demonstrate that they are very happy with the care their children receive. Parents are involved in the evaluation processes and are happy to share their comments and ideas for developments with the staff.

This inspection was conducted following concerns raised in relation to the nursery's procedures for dealing with complaints. The inspection identified that an investigation into concerns raised by a parent had not been concluded within required timescales and that the nursery's records of the complaint lacked the necessary detail. This means that there is a breach of one of the welfare requirements of the Statutory framework for the Early Years Foundation Stage and a failure to fully meet one of the requirements of the Childcare Register. However, this weakness does not have a significant impact on the safety and well-being or the learning and development of children at the nursery.

Staff have an increasing knowledge of the learning and development requirements of the Early Years Foundation Stage. They effectively engage within the children's play, as well as offering children lots of praise for their achievements. Relationships are developing with local schools that children will move on to. Staff share valuable information with the teachers about children's progress so far and are beginning to gather information about expectations. This is so that more support can be given to the children in preparation for their move on to school. Staff are also aware of the importance of communicating well with other professionals. In particular, they intend to develop partnerships with others who may share the care of children in the future, and to be able to gain support in preparation for caring for children with special educational needs and/or disabilities or who speak English as an additional language. This is in order to gain relevant knowledge and understanding, and to provide consistent strategies by working in partnership to meet the growing needs of all children.

There is a solid and well-qualified staff team who have a fair understanding of their roles, responsibilities and nursery procedures, such as maintaining appropriate adult-to-child ratios. There is positive management support and a good system for professional development. This includes valuable induction and probationary reviews, and the ongoing monitoring and assessment of staff performance. Regular appraisals and supervisions are held to help identify any training needs and address any issues. Furthermore, additional skills and knowledge from events and research are shared across the workforce. Staff voice opinions at regular team meetings in order to evaluate practice, and this information is used to inform the nursery's action plans for improvement. This also reflects a whole staff approach to the joint vision for the nursery and their commitment to raising standards for the children in their care.

### **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:**

- ensure that each complaint is fully investigated, a written record is kept and that the complainant is informed of the outcome within 28 days of the date the complaint was made (compulsory part of the Childcare Register).

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY439307
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	946887
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	45
<b>Name of provider</b>	San's Day Nursery Ltd
<b>Date of previous inspection</b>	22/02/2013
<b>Telephone number</b>	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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