

# Sara Daycare

1 Regent Park Road, BIRMINGHAM, B10 0QP

## Inspection date

14/02/2014

Previous inspection date

22/03/2013

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 4 |
| The contribution of the early years provision to the well-being of children            | 4 |
| The effectiveness of the leadership and management of the early years provision        | 4 |

## The quality and standards of the early years provision

### This provision is inadequate

- Children's safety is compromised because risk assessments do not identify all hazards that children are exposed to or how these are minimised. Records relating to children's hours of attendance are not always accurately maintained. Staff are not effectively deployed and therefore, children's safety and well-being is compromised.
- Teaching is ineffective as staff do not engage with children well or ask open-ended questioning to support their learning. They do not deploy themselves well and too often, children are left to their own devices with little interaction from staff.
- Staff do not consistently reinforce routines and boundaries, which means that children do not always understand what is expected of them.
- Resources and activities are not always well-planned so that children can build on their own ideas and explore all areas of their learning.
- Children do not consistently learn about the benefits of healthy eating or follow appropriate hygiene routines.

### It has the following strengths

- Children who speak English as an additional language are supported well by bi-lingual staff so that they are fully included.
- Children are happy and settled and go to staff for cuddles and reassurance, when required. Partnership with parents is satisfactory to support children.

## 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 nursery playrooms.
- The inspector had a tour of the nursery and spoke to staff, children and parents.  
The inspector looked at documentation including a sample of children's learning and development files, risk assessments, a selection of policies and procedures, accident records and registers.
- The inspector had discussions with the nominated person, area manager and manager to discuss evidence of suitability and qualifications of practitioners working with children, monitoring and supervision of staff and staff deployment.
- The inspector conducted a joint observation with the nursery manager.

## Inspector

Sally Smith

## **Full report**

### **Information about the setting**

Sara Daycare was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted ground floor office premises in Small Heath, Birmingham. It is privately owned by two directors, and is one of seven nurseries owned by the same directors. The nursery serves the local area and is accessible to all children.

The nursery employs 11 members of staff, all of whom have an early years qualification at level 2 or 3. The manager has a BA Honours in Early Childhood Studies.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 52 children on roll in the early years age range. The nursery provides funded early education for two-, 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:**

- ensure that the risk assessment policy is clear, understood and implemented effectively by all staff so that hazards to children are consistently minimised
- ensure staff are effectively deployed and teaching is effective so that they engage with children, ask open-ended questions and support all areas of their learning and development
- ensure there are a wide-range of resources and planned activities so that children are provided with rich, varied and imaginative experiences to extend their ideas and thinking and consolidate their skills and knowledge across all areas of learning
- ensure that staff consistently make their expectations clear and apply these at all times so that children learn how to play and behave appropriately
- ensure that attendance records are accurately maintained
- ensure that meals are healthy, balanced and nutritious to promote children's good health
- ensure that staff follow and role-model appropriate hygiene routines; this specifically applies to mealtime routines.

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

Staff have an appropriate understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They observe children, assess and track their progress and plan different activities to cover the areas of learning. Information is also gathered from parents to ascertain children's interests. Children who speak English as an additional language are fully supported by bi-lingual staff, particularly when they have difficulty in understanding. This ensures that all children feel included. However, the educational programmes are not delivered effectively to support children's learning and meet their individual needs. The quality of teaching is poor, particularly in the pre-school and toddler rooms. Staff do not deploy themselves effectively to engage with children or ensure that activities are appropriately resourced. For example, staff ask children if they would like to play with the sand and several children express an eagerness to participate. Although there are a few buckets and spades, there is little else to excite and stimulate their interest. Furthermore, staff do not sit alongside and develop their

imaginations or engage children in conversations about quantity, capacity and size. As a result, children quickly wander away. Children ask to use the computer and initially their requests are ignored by staff. One member of staff is unsure how to turn the computer on so walks away, rather than seeking the assistance from a colleague. Eventually, a member of staff responds and says to a child, 'You know what to do' and he correctly presses the right button to turn it on, showing that he knows how to operate simple equipment. However, this is not extended so that he is shown how to access the programme he wants independently. There is only one programme available, which enables children to make various lines and squiggles on the page. While this provides a different opportunity for children to develop their early writing skills, this provides little variation, as opportunities to make marks, abound elsewhere in the room. In addition, although a member of staff initially sits alongside, there is little interaction to encourage the child to talk about his picture or discuss the colours he is using to develop his communication skills. As a result, he very quickly loses interest and moves to something else. This applies to many of the activities in the pre-school and toddler room and often children flit from one activity to another or wander around without being purposefully engaged in anything at all.

Children are frequently left to their own devices and while staff talk to children, this is sporadic and is more an affirmation of what they are doing. For example, staff say 'are you tapping the sticks,' rather than use skilful questioning to test out children's knowledge and extend their thinking. Routines and activities are not always timely or delivered appropriately. As a result, they often lack any clear focus or learning intention. For example, a 'cake making' activity involves seven children and three members of staff going into the kitchen and watching as a member of staff breaks chocolate in a bowl, before placing it in the microwave. Children quickly become disinterested as they wait although some staff recognise this and provide them with various food shakers to distract them. Children look at the chocolate before and after it is taken out of the microwave and a member of staff says, 'What has happened children, it has melted', before they have time to respond. Children then return to the playroom as the bowl is passed to them one by one to have stir before placing the mixture into a cake cases. Despite this potentially providing a wealth of opportunities to extend children's learning across all of the educational programmes, staff fail to capitalise on this. Immediately after lunch, rather than engage in restful pursuits so that their food can settle, staff suggest an aerobics session for children. However, there is no direction from the member of staff leading the activity, who appears unaware of what she is required to do. She asks children to jump and stretch a few times but then her instructions fade away and the activity abruptly comes to an end. A member of staff then plays some Indian music on the compact disc player. She asks children if they would like to sing some action songs and rhymes and rather than switch the other music off, tells the children to disregard the music playing and sing over it. This does not create a conducive environment in which children can concentrate, focus and learn effectively. As a result, several children wander off or become otherwise distracted. This means they are not acquiring good sitting and listening skills. This in turn impacts on their acquisition of some of the relevant skills and attitudes to support the next stage in their learning and their transfer to school.

In general, resources in these rooms are still quite limited. They do not fully enable children to expand on and develop their own ideas and thinking and develop the characteristics of effective learning. Children do not have an outside play area and

although at times they visit the local park, indoor activities are not well-planned for to enable children to burn up excess energy and develop their physical skills effectively. The baby-room in contrast, provides a variety of different play and learning opportunities, particularly in developing their sensory experiences. Babies and toddlers regularly access a painting easel whereby they can explore the feel and texture of paint using their hands, fingers or brushes if they prefer. This helps to develop their future writing skills. Other sensory baskets placed on the floor, enable babies to feel hard, soft, rough and smooth objects. Plenty of space enables them to explore their environment safely. Photographs are placed at their level encouraging them to look at these and feel a sense of belonging as they recognise familiar family members. Staff have positive relationships with parents and use various methods to keep parents informed about children's learning.

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

Children enter the nursery happily and quickly settle into their rooms. They appear quite comfortable and relaxed in the presence of staff. Each child has a key person who meets children's individual care needs. However, at times, establishing close bonds and relationships with key persons is difficult, due to the high turnover of staff. Where staff have been in post for a while, parents in particular, talk more positively about the consistency of care and learning their children receive. In all instances, an 'All about me' form is used to gather information about children's routines, likes and preferences. Parents share information at the beginning of the session and staff verbally provide parents with information about their child's food intake, sleep times and experiences at the end of the day. Staff work with parents to ensure that children settle in to the nursery routine. This ensures that transitions between home and the nursery generally run smoothly.

Children have some opportunities to develop their understanding of health and personal hygiene, but these messages are inconsistent. For example, children wash their hands before eating but not prior to a cooking activity. Children are provided with a cooked lunch and occasionally, menus include recipes from around the world, which provide some variation in what children eat. However, many meals contain a considerable amount of carbohydrates and processed foods of a basic quality, such as shop-bought pizza, chips and cakes, despite having cooks to prepare the children's food. At times, children engage in 'cooking activities' but these often involve sugary ingredients, such as making chocolate crispie cakes. This compromises children's understanding of what are good foods to eat and is in sharp contrast to the healthy ethos that the nursery is keen to promote. Meals are transported from another nursery. Staff ensure that the food is served at the correct temperature to comply with food safety guidelines. While they wear disposable gloves and aprons to serve food, they do not consistently remove their gloves when performing other tasks, such as opening doors or touching other equipment and resources. Some staff pick up food with their hands and place it on children's plates, allowing some children to do likewise with their bare hands. When a spoon falls into the food, rather than replace it with a clean one, staff allow children to continue using it to serve their food. One child immediately holds up his hands saying, 'sticky' but this goes unnoticed by the member of staff alongside. The inspector intervenes to alert staff to the child's predicament. The child is then provided with a tissue. This means children do not consistently make connections

with suitable hygiene practices and appropriate personal care. Staff continually ask children to use their knives and forks correctly but do little to help or show children how to cut their food. As a result, some children have great difficulty and end up eating with their hands. A member of staff proceeds to eat her own food with just a fork, contradicting the message being conveyed to children. This means that children do not consistently develop the social skills required at mealtimes.

Children do not have access to an outdoor play area. Although planned outings go some way to compensate for this, these do not take place on a daily basis, particularly when the weather is inclement. In addition, indoor physical activity is not sufficiently planned for, resulting in children running around and devising their own games to expend their excess energy. This compromises children's general health and well-being. Children generally do as they are asked, although staff do not always plan activities effectively, set clear expectations or follow through their requests. For example, children are asked to join together for an aerobics session. However, there is a lack of direction from staff and children wander away. At times children run around and despite this being a 'nursery rule', they are not always reminded to stop, therefore compromising children's understanding of expected routines and boundaries. When staff do intervene, they do not always provide an explanation as to why children's behaviour is unacceptable. This limits children's understanding of why these instructions are sometimes important in order to keep them safe. Children learn about safety when they visit the local park and shops. They are reminded to hold hands and listen to staff. They learn how to cross the road safely using the pedestrian crossing where possible. On other occasions they learn to listen and look out for vehicles and ensure the road is clear before crossing to the other side.

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

Leadership and management are inadequate. As a result of the inspection, it was found that some aspects of children's safety is compromised and the nursery fail to meet a number of legal requirements. This also means that the nursery does not meet some requirements of the Childcare Register. Daily registers do not accurately record children's arrival and departure. While risk assessments have been revised to include more specific checks for each room, staff are not consistently vigilant to ensure all risks are identified, minimised or removed. For example, a knife is left on the floor from lunch-time. A child picks this up and uses it in his play, pretending to cut up food. However, he starts to use it inappropriately, stabbing it in different directions in the air and staff remove it from his grasp. Staff fail to recognise that with discussion and explanation, children can learn to use the knife in their play correctly. Water is spilt on the floor in the toilet area and staff fail to follow correct procedures and mop this up immediately to prevent children from slipping, therefore compromising their safety.

In contrast, staff have a suitable understanding of safeguarding procedures. Following a recent serious accident, they appropriately notified Ofsted and a full investigation took place into the circumstances of the accident. The investigation concluded that there was no evidence to suggest that the accident had occurred while the child was in the care of the nursery. In addition, a complaint was received about the behaviour management of a

member of staff. During an inspection it was found that staff implement suitable procedures to manage children's behaviour at all times. However, an action was raised requiring the provider to improve the risk assessment process to demonstrate how risks are managed effectively and when and by whom those aspects will be checked. This has only been partially met. Staff are aware of signs and symptoms of abuse and are fully aware of the statutory agencies their concerns should be reported to. A written safeguarding procedure is outlined for nursery staff and is also shared with parents. Safeguarding is regularly discussed at staff meetings so that it remains a high priority at all times. Staff recognise the importance of reporting any inappropriate conduct of their colleagues so that children are protected from harm. Staff suitability is assessed through suitable recruitment procedures. All staff have Disclosure and Barring Service checks, details of which are readily available for inspection. However, there has been a high turnover of staff and this has an impact on the consistency of care provided for children. Since the last inspection, staff have worked hard in establishing more positive relationships with parents. Various initiatives are used to keep parents informed about the provision and enable them to contribute their views. A designated parent's room, enables them to access a variety of information and literature about the Early Years Foundation Stage. The management team are keen to establish a committed staff team so that consistency of care is provided for all children. Staff work closely with local schools in order to support children's transition when the time applies.

The nursery has completed a self-evaluation form but it does not provide an accurate assessment of their strengths and weaknesses. Some areas have been identified with regards to the quality of teaching, such as organising in-house training to reinforce staff's understanding of the characteristics of effective learning. However, evaluation does not sufficiently focus on all the priorities and needs for this nursery in order for them to make the necessary improvements required. While there are sufficient staff working in the nursery, the management team have not sufficiently planned and monitored how staff are deployed in the toddler and pre-school rooms to ensure routines run smoothly. In addition, the quality of staff interactions is weak and while this is acknowledged by the management team, not enough is being done to drive forward improvements promptly. This hinders the progress that children make in their learning and development. A recent visit and audit of their provision by the local authority, highlights the steps required in order for the nursery to improve. An action plan with targets, timescales and staff accountability is in place to address these and the nursery demonstrate a willingness to work together to achieve these.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**



- undertake a risk assessment of the premises, immediately where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure an accurate record of children's hours of attendance is maintained (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises, immediately where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure an accurate record of children's hours of attendance is (voluntary 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>     | EY452748                 |
| <b>Local authority</b>             | Birmingham               |
| <b>Inspection number</b>           | 949885                   |
| <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>      | 42                       |
| <b>Number of children on roll</b>  | 52                       |
| <b>Name of provider</b>            | Isra Daycare Nursery Ltd |
| <b>Date of previous inspection</b> | 22/03/2013               |
| <b>Telephone number</b>            | 0121 771 0405            |

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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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