

SADWICA Day Nursery

69 Beeches Road, WEST BROMWICH, West Midlands, B70 6HQ

Inspection date

24/03/2014

Previous inspection date

05/04/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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 significantly compromised because the manager does not ensure that children are adequately supervised; this relates to a child being left alone on the premises and a child being able to consume harmful substances. Not all staff have appropriate suitability checks before working alone with children, and unknown visitors can enter the premises without anyone's knowledge.
- Managers do not implement fire evacuation procedures appropriately, which does not keep children safe. They do not use risk assessments to help identify and remove significant hazards within the setting; this relates to vermin on the premises and mould in a playroom. Management do not keep an accurate record of children's attendance at the setting; therefore, children's well-being is compromised.
- Children's behaviour is not managed well. This leads to a disorderly environment that hinders children's learning and development. Links with parents, and the key-person system, are not strong enough to ensure children's individual learning and development needs are identified and met.
- Staff have significant gaps in their understanding of the learning and development requirements. Management fails to ensure that the quality of teaching across all seven areas of learning, and the partnerships with parents, are effective in supporting children to make sufficient progress.

It has the following strengths

- Staff are kind and caring towards children, which results in most children feeling

confident 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 reviewed a range of available documentation including risk assessments, policies and accident forms.
- The inspector observed a fire evacuation drill.
- The inspector checked the suitability and qualifications of staff working with children.
- The inspector held meetings with the registered person, manager and the manager for administration.
- The inspector observed activities in three playrooms and outside play area.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Karen Laycock

Full report

Information about the setting

The SADWICA Day Nursery was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a three-storey building in West Bromwich and is managed by a management committee. The setting serves the local area and is accessible to all children. It operates from three rooms on the first two floors and there is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, two at level 2 and one at level 6. The setting opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that the premises, including outdoor spaces and equipment are suitable and safe for children to use and the premises must be secure

ensure risk assessments identify how hazards will be removed or minimised and improve staff's understanding of how they are implemented

implement an effective fire evacuation procedure to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency and ensure fire doors are free of obstruction

ensure that all children are adequately supervised at all times to ensure their safety and to meet their needs

keep a daily record of the names of children looked after on the premises and their hours of attendance and the names of each child's key worker

implement a robust recruitment and vetting process to ensure all staff are suitable to work with children before they are left alone working with children in the nursery.

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

- increase staff's understanding of the Early Years Foundation Stage to ensure that children learn, develop and are kept healthy through good quality teaching
- ensure that partnerships with parents are improved so that all parents are kept informed of their child's progress and given support as to how to continue their child's learning at home
- ensure that ongoing assessment is effectively used to understand children's level of achievement, interests and learning styles, and use this information to shape learning experiences that precisely match their needs and help them to make good progress
- take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identify of visitors
- implement the behaviour management policy and procedures to promote consistency in behaviour management amongst staff

- ensure each child is assigned a key person in order to tailor the care and learning to meet each child's individual needs.

Inspection judgements

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

The manager has not ensured that the requirements of the Early Years Foundation Stage are met. Staff do not have in-depth knowledge of how children learn and are not skilled at using observations of children to plan effective and individual next steps in learning. Staff do not use regular and precise assessments and parents are not encouraged to contribute to initial assessment of children's starting points on entry. Some information in the assessment records is either out of date or missing. As a result, staff are not able to make accurate assessments of what each child already knows and can do, in order to plan to move them forward and so accurately track individual children's progress over time. There are also inconsistencies in how well the progress check for children age two is carried out, because not enough emphasis is placed on making secure assessments that can be used to support partnership with parents and professionals from other agencies when necessary.

Planning is recorded and displayed for staff and parents to view. However, this information is limited and is not linked to individual children's learning needs. As a result, the purpose of planned activities and the reasoning behind them is not clear to all adults working in the setting, and so reduces their ability to successfully support and extend children's learning. The key person system has not been fully developed, therefore, staff are not able to effectively support the learning and development of all children. Staff do not engage with all parents to regularly share their children's achievements and learning priorities. This does not keep all parents informed of their child's progress and does not support all parents to continue their child's learning at home. This limits the children's progress in their learning and development and does not prepare them sufficiently for future transitions, including those to school.

Since staff are unclear about the purpose of some activities and are unaware of what children need to learn, they do not support activities well. For example, a tray of coloured water with different sized containers is provided, which the children start to explore. However, children soon lose interest and their learning is not supported or extended. Because the focus for the activity is unclear children fail to learn new words, grasp or consolidate learning about mathematical concepts and are not inspired or enthused to investigate further. Staff do not engage well with children in their play or supervise appropriately. As a result, children move away and learning opportunities are missed. Some children argue and start to throw paint and water in anger at each other and spoil the activity for other children who move away. This prevents children from independently accessing the activity and does not support their self-confidence or help children to become motivated learners and make good progress in their learning and development.

Children are not provided with the freedom to explore the resources or initiate their own play. This is because staff direct their play, imposing their own ideas about how and when the children should play. For example, during a musical activity children are told when they can pick up their musical instruments and use them. Children are kept waiting as the member of staff directs them to use their musical instrument. Children are keen to make their own sounds and are repeatedly told to stop using their instruments as it is not their turn. This makes the activity boring and mundane and children lose interest. Another child eagerly tries to mix the paint and water but is prevented from further experimentation because they were told that it is not their turn. The child moves away from the activity, losing interest, when they tried to participate again but was not chosen.

In the room for two to three-year-old children, they are instructed to sit down for 'welcome time'. Several children take books from the bookcase, but staff take them away and put them back in the bookcase. Children try again to take a book but staff tell the children 'no'. The interest the children show in the books is not acknowledged and staff continue with the 'welcome' activity despite the lack of attention from most of the children. Consequently, children start to roll around and poke each other. The activity is disrupted further by children being called away for routine nappy changes. Some children start to take an interest in the 'box of nursery rhymes'. A child tries to choose a nursery rhyme from the box and is told to 'sit down, it is not your turn'. The poor quality of teaching means that children are not encouraged to play, explore and be active. This limits children's progression to the next stage of learning and limits children's choice, enjoyment and achievement. Pencils and paper are provided on a table and children happily make marks. This activity supports their small physical skills to help to develop their early writing. Children develop physical skills as they enjoy kicking balls and play chasing games that help them to learn that their bodies move in different ways and enjoy being energetic.

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

The manager does not have sufficient knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage to ensure that children are kept safe and their well-being is promoted at all times. The manager does not ensure that the premises are safe for children to use. Children's safety is significantly compromised because the manager does not ensure that all staff working directly with children have appropriate suitability checks before working alone with children in the nursery. Unknown visitors gain access to the setting without challenge. Fire evacuation procedures are not sufficiently robust to ensure the safety of the children, which means that children in the nursery are at significant risk of harm. The manager does not keep an accurate record of children's attendance at the setting, which means, in the event of an emergency, children are unable to be accurately accounted for. This is a failure to meet legal requirements.

The manager has failed to implement the important role of the key person fully and staff deployment does not meet the needs of the children in the setting. For example, some children do not have a key person allocated to them. As a result, when children are upset, anxious or bored, staff do not recognise that they need attention and stimulation. This does not support their emotional well-being or foster secure attachments between the

children and the staff. Because of this, some children are not happy in the setting, as they do not have the emotional support they need. This does not emotionally prepare them for future transitions, including those made to school. In addition, the manager does not ensure that the behaviour policy is implemented effectively. Some children play well together in the setting. However, many children in the setting are not kind to each other and staff do not manage challenging behaviour well. For example, in the pre-school, children hit, push and argue frequently over toys and activities, they throw paint and water at each other over a disagreement during water play and poke each other with sticks and other objects. Staff sometimes ignore, or do not notice, inappropriate behaviour, or their response is not effective. Because of this, children's needs are not met. They also, on occasions, act disrespectfully towards visitors and other adults by hitting or poking them. This behaviour leads to a disorderly environment, puts children at risk of harm and does not equip the children with the necessary skills and attitude to prepare them for transitions within the setting or readiness for school. Flexible settling-in sessions are organised to help make the move from home to the setting smoothly. However, staff do not gather information from parents regarding children's development, or interests, and so staff do not have a good understanding of each child's starting points or individual needs.

The manager does not give sufficient priority to the health and safety of the children, specifically with regard to mould in a nursery playroom and the presence of vermin behind the shed in the outside play area where debris, apples, old carpets and other rubbish is discarded. This compromises children's health and well-being. Children have good opportunities to promote their physical skills. For example, outdoors the children learn to ride bicycles and other toys with pedals. Children do not have sufficient opportunities to develop their independence at lunch and snack times. For example, the meal of noodles and vegetables is served to the children plated. They cannot take turns handing out plates or learn how to lay the table and the children are not encouraged to pour their own water from the water jug. Children do enjoy healthy snacks of fresh fruit although the staff do not discuss the benefits of healthy eating with children. However, children are praised for eating their meals.

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

This inspection was prioritised following concerns raised about the setting's ability to safeguard children in the setting, particularly during a fire evacuation. The setting has failed to take sufficient care to ensure that all children are appropriately accounted for during the evacuation process. A baby was left alone on the premises for several minutes. In addition, the manager does not deploy staff to ensure that children are adequately supervised. For example, on the day of the incident, a volunteer with insufficient training and experience was left in sole charge of five babies and senior staff left the nursery without informing the manager. The register for the babies remained in the nursery during the evacuation which does not support children's safety or welfare. Although, the manager met the legal requirement to notify to Ofsted appropriately they did not meet the legal requirements in relation to ensuring the safety of children in their care. The manager has failed to take appropriate action to deploy staff effectively to ensure children are safe, as

on the day of the inspection a child drank paint and water when left unsupervised. The registered person has put in place further training for staff with regard to fire evacuations and has taken steps not to include volunteers in the staff ratios. The manager intends to increase the number of fire marshals in the setting. However, the fire evacuation process is not sufficiently robust to protect children from harm. A headcount and registration check is not carried out until children have been walked along the street to another property, a considerable way from the building, which means there is a significant delay before staff can identify whether any children are missing. A fire exit was also blocked because managers do not make sufficient checks to ensure that fire exits are kept clear. In addition, the manager has failed to keep accurate records of children's hours of attendance and key persons caring for the children. This is a breach of the requirements for the Early Years Register and the Childcare Register. Because of this, in the event of a fire, the exact number of children in the building is not clear. Staff leave the setting without informing the manager. This means that children are at risk of significant harm in the setting. In addition, unknown visitors have easy access to the setting without being challenged. For example, the inspector was able to pass through two security doors and into a playroom without being stopped or challenged. Children's safety is at risk because the manager does not ensure that all staff working directly with children have appropriate suitability checks before working alone with children in the setting. This is also a breach of the Childcare Register requirements. Risk assessments are in place, although not used effectively to safeguard children. For example, the manager does not give sufficient priority to the health and safety of the children, specifically with regard to mould in a playroom in the nursery and the presence of vermin in the area next to the playground where rubbish, apples and old carpets are discarded.

The key person system has not been fully embedded in the setting, which results in children feeling bored and insecure. This does not promote their emotional well-being or learning and development needs. Staff do not ensure that children's behaviour is managed in a suitable manner. This is also a breach of the Childcare Register requirements. There is ineffective monitoring of staff, resulting in poor teaching practice and poor identification of training needs to meet the needs of the children. Staff do not receive appropriate support or monitoring to ensure they fully understand how to support each child's needs and how to successfully deliver the learning and development requirements. Because of this, managers are not able to show how children are progressing over time in all areas of learning. The registered person, manager and staff have a lack of understanding of the requirements for the Early Years Foundation Stage, which means that children's safety is compromised and progress towards meeting the next steps in their learning is hindered. Staff hold relevant qualifications but this does not have a positive impact on the quality of teaching in the setting.

Systems are in place for parents to share information with the setting any health or dietary issues which their child may have and there are thorough records in place in relation to accidents and any medication administered. Processes for self-evaluation, which involve staff, parents and children, are not in place. This lack of monitoring of the nursery has resulted in some legal requirements not being met. Arrangements are in place for supporting children with special educational needs, although, because of the poor assessment system within the nursery, gaps in children's learning and development are not easily identified. Parents are not sufficiently encouraged to be involved in children's

learning and development in the setting or at home. Management has been ineffective in tackling weaknesses within the setting, which means they are not sufficiently ambitious about improving practice so they can meet legal requirements and be a safe and stimulating early years environment for children.

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:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that children receiving care are kept safe from harm (compulsory part of the Childcare Register)
- ensure there are effective systems in place to ensure that any person in regular contact with children is suitable to work with children (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- ensure that children receiving care are kept safe from harm (voluntary part of the Childcare Register)
- ensure there are effective systems in place to ensure that any person in regular contact with children is suitable to work with children (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of childcare are

safe and suitable for that childcare (voluntary part of the Childcare Register)

- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks (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

Unique reference number	255148
Local authority	Sandwell
Inspection number	962187
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	40
Name of provider	Sandwell and District West Indian Community Association
Date of previous inspection	05/04/2013
Telephone number	0121 525 5125

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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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