

San's Day Nursery Ltd

26 Hall Street, BIRMINGHAM, B18 6BS

Inspection date

25/07/2014

Previous inspection date

09/01/2014

The quality and standards of the early years provision

This inspection:

2

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 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

- Safeguarding procedures and responsibilities are well understood by staff and managers which keeps children safe.
- Staff are warm and caring and as a result, they build strong relationships with children. Effective teaching ensures that children enjoy their learning, behave well and make good progress due to a range of well-planned activities.
- Children are well supported as the partnerships with parents is very effective. This helps children to settle well and ensures that parents are active partners in their child's learning.
- There is a purposeful drive to continually improve the provision that carefully considers the needs of all children. The monitoring of staff practice is thorough and ensures staff are supported in their role.

It is not yet outstanding because

- Staff do not always seize opportunities to build on discussions about position, size and shape during everyday activities, to further extend children's learning.
- The chairs provided for the younger children are sometimes too high and so do not always provide sufficient support to allow them to reach forward and grasp what they need.

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 several playrooms and the outside learning environment.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and parent questionnaires.
- The inspector held meetings with the manager and spoke to staff in the nursery.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Susan Rogers

Full report

Information about the setting

San's Day Nursery Ltd was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register and is privately managed. It operates from the first floor of a commercial building in Hockley, Birmingham and there is an outdoor area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 3, one member of staff is qualified to level 6, one member of staff is qualified to level 5, two members of staff are qualified to level 4 and one member of staff is qualified to level 2. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 50 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- build on discussions about position, size and shape during everyday activities, to further extend children's learning about simple mathematical concepts and language
- extend the range of chairs available for the younger children so that their feet are supported and they can comfortably reach forward and grasp what they need.

Inspection judgements

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

Children make good progress because staff ensure that they have activities that they enjoy and are interesting. As a result, activities are well suited to children's needs and promote a wide range of learning opportunities. Staff carefully track children's progress using learning journals and photographic evidence. This provides key persons with valuable information, which they use to plan activities that enable children to move onto the next stage in their learning. All staff have a good understanding of how to promote children's learning. Parents are often included in children's assessments through discussions with key persons when children are collected and during parents' evenings. Photographic evidence of children's activities also keep parents informed of children's progress, as these provide ideas for continuing with their learning when they return home. Younger children have very good opportunities to extend their mobility skills as the furniture and equipment in the baby room encourages them to pull themselves up to standing, which supports their early walking skills. Music and singing activities are used effectively to promote children's vocabulary and learning to match movements to music.

Staff are skilled at incorporating songs and stories into everyday activities, which ensures that children's communication skills are extended. Staff are also skilled at fully including all children in activities as they have a confident knowledge of each child's individual abilities. For example, staff blow bubbles, much to the delight of the younger children, who reach out and try to catch these, extending the accuracy of their physical skills and sense of achievement and fun. Younger children experiment with coloured rice and a range of containers. They laugh and giggle as they pour the sand onto their hands, listening to the noise it makes and enjoying the sensation as this trickles onto their hands. Older children are learning to sit together in a group and listen to each other carefully. They enjoy listening to stories and readily offer their own ideas and experiences, which are inspired by the content of the story. Staff ensure these activities are interesting for children and capture their attention and imagination. For example, staff confidently change voices and get into role when telling a story, which helps children enjoy listening, understand what happens and anticipate what happens next. Children communicate very well, eagerly share with each other their ideas and listen attentively to each other. Role play is actively encouraged with the older children as they use kitchen equipment and talk to each other about what they are doing. Children's recognition of letter sounds is explored very well during group times as children enjoy identifying which letter sound their name begins with. Children freely explore a range of creative experiences. They use paint to experiment with mixing colours, making marks and creating images. They make a range of shapes using dough, which also helps them learn how to use tools. However, staff do not always seize upon these kinds of opportunities to use language that describes position and shape, so that children's use and understanding of simple mathematical concepts and language is extended.

Children who speak English as an additional language are well supported as staff learn a range of significant words in the child's first language. Staff ensure that they have these words readily available at all times, to ensure that they communicate effectively with children. Children who have special educational needs and/or disabilities are well supported, as staff work alongside external agencies and use the information provided to plan for children's individual needs. Outings to the local community provide children with valuable opportunities to understand the wider world. Discussions about what children see when they are outdoors, contributes very well towards children's understanding and their vocabulary. They discuss a local building project as they pass by and talk about the equipment used by the builders. Staff ensure there is a broad range of equipment available that extends children's curiosity. Children enjoy being adventurous as they use a small bouncy castle, enjoying the experience of falling safely onto their tummies and rolling over, which extends their confidence and physical skills.

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

Children settle very effectively into the nursery because staff spend considerable time with their parents discovering children's individual needs. They ensure all children are offered a gradual settling-in process that allows children to become familiar with their new environment. Children's transfer into another room is also well managed as key persons accompany the child during their initial visits. This ensures that children quickly become

confident in their new surroundings. Staff ensure children sleep soundly and in safety and they comfort children who have just woken from a sleep. This gives them time to wake up properly before being encouraged to join in activities. Children are well supported as they move onto full-time school. Staff regularly discuss with children their move into school, so that they are emotional well prepared for the change. Staff spend time getting to know the needs of children in detail. They are very warm and caring and as a result, close and trusting relationships rapidly form between children and staff. A wide range of outdoor experiences encourages children of all ages to be very aware of their local community and the wider world. All children enjoy outings to the local community and Birmingham city centre, where they visit markets and local museums. They use a range of public transport that includes buses and trams, which promotes children's confidence and understanding of the wider world. Staff are clear in their explanations to children, which provides them with very good skills and a clear understanding of how to keep themselves safe.

Children are cared for on the first floor of the building and regular evacuation drills are carried out to ensure children's safety. Staff are clear about how the building is evacuated and each member of staff has a specific role and responsibility, to ensure that children can quickly and safely move from the first floor to the outdoor fire evacuation point. Outdoor play provides children with opportunities to extend their physical skills and staff accompany children as they learn to use the lift or stairs to the ground floor. This helps to promote children's confidence as they move from one part of the building to another and is used by staff to support children's understanding of safety issues as they prepare to use the outside area. Outdoor play is effectively managed as staff prepare the area in advance, to ensure that children have an interesting range of experiences and learning opportunities. For example, children use a range of creative equipment and wheeled toys outdoors that help promote their physical development and further extends their enjoyment. Children regularly visit local shops where they buy food that is used in the nursery. Outings to the local park provide older children with very good opportunities to understand how to keep themselves safe outdoors. This activity is organised very well and staff ensure that there is a generous adult to child ratio and that children hold onto safety equipment. Staff explain to children how to keep themselves safe and offer consistent and reassuring messages when crossing roads. Children behave very well and learn how to consider the needs of others. They readily share toys and staff offer explanations that encourage children to be kind to one another. Children enjoy a pleasant social experience as they eat their meals together. Older children's independence is well promoted as they serve themselves food and collect drinks during the day. Staff engage children to join in with conversations during meal and snack times, which encourage children's understanding of which foods are good for you. Resources and equipment mainly supports children's learning and development well and this is particularly evidence in the baby room where there is a good range of aids available to promote the youngest children's early walking skills. However, sometimes, younger children are not able to easily reach their playthings when sitting at a table because some of the chairs are too high to allow them to sit with their feet on the floor. This prevents them from having the support they need to easily move forward and reach out and grasp.

The effectiveness of the leadership and management of the early years

provision

Children are well safeguarded as both managers and staff have a clear understanding of when to contact referral agencies if they have concerns regarding children's care. All staff have completed safeguarding training and this is also included during the comprehensive induction of new staff. Managers are clear about record keeping in respect of any child protection concerns. They ensure that they follow local authority requirements and seek advice and support from relevant referral agencies to ensure children's safety at all times. Support for staff as they develop their professional expertise is ongoing. The manager regularly observes staff's practice and their interaction with children. This information is used effectively to inform staff supervision sessions, appraisals and any performance management issues. Staff are well qualified, access regular training opportunities and a comprehensive induction ensures they are suitable for their role and responsibilities. Staff have also commenced peer on peer observations as a further means of improving practice and the quality of staff to child interaction. Staff meetings are used effectively to discuss the needs of individual children and to share learning from training that staff have recently attended. The recruitment of staff is robust and the manager ensures that all staff have a Disclosure and Barring Service check in place before they have contact with children.

The nursery has made significant improvements since the last inspection. The nursery now records in sufficient detail aspects of any complaints made by parents and now follows the correct procedure for dealing with and responding to written complaints within the required timescales. Staff ensure that all information exchanged and shared between parents is accurate. This ensures that all staff provide care for children that is fully tailored to their individual needs. The partnership with parents is strong. Parents are actively consulted through questionnaires, discussions and parent consultation sessions. Parent governors are actively encouraged to offer their opinions. The governors meet regularly with managers, which ensures that parents' opinions are actively considered as part of the self-evaluation process, and when improvements are planned and implemented. Managers use the information gained from discussions with parents, children and staff to ensure that any changes planned respond directly to the needs of the children that attend. Parents are encouraged to spend time in the nursery when they collect their children and are readily welcomed at any time. The friendly and relaxed atmosphere encourages parents to readily discuss their child's progress with staff. Staff are skilled at working with outside agencies to support children who have special educational needs and/or disabilities. Staff also form firm links with the local schools that children move on to. They welcome teachers into the nursery and keep them well informed of the progress children make. This ensures that children's transfer into school is conducted smoothly. Managers have begun sharing practice with other nurseries in the local area as a means of driving forward improvements and drawing upon the expertise of other settings. Improvements are ongoing and the availability of a new room for the younger children is imminent. Parents' access to their children's learning journals is actively encouraged so they can be updated on the progress their children make. The monitoring of the educational provision is well managed as there are two members of staff who have specific responsibility for ensuring that the learning journals are maintained to a high quality.

The Childcare Register

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

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	EY439307
Local authority	Birmingham
Inspection number	982829
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	50
Name of provider	San's Day Nursery Ltd
Date of previous inspection	09/01/2014
Telephone number	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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