

Sara Daycare

1 Regent Park Road, BIRMINGHAM, B10 0QP

Inspection date

06/08/2014

Previous inspection date

14/02/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 3

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

- Staff have a secure understanding of the policies and procedures in place to safeguard children, and use risk assessments well to minimise any identified risks in the environment.
- Staff demonstrate sensitivity and warmth towards the children. This promotes a sense of security and belonging, resulting in children who are happy and enjoy their time at the nursery.
- Parents and carers are warmly welcomed and staff make the time to talk to them in order to share information about the children's care and well-being and how they can support their children's education at home.

It is not yet good because

- The programme of activities, resources and teaching methods to further promote children's progress in some areas of learning lacks challenge. Therefore, the older and more able children's learning is not always extended.
- All staff do not consistently use the observation and assessment tool in place to help more easily show how much progress children are making.
- The monitoring of the rooms, educational programmes and individual staff practice is not consistently focused on improving the quality of teaching, learning and experiences for children to help them make good progress.

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 playroom.
- The inspector held a meeting with the area manager, manager and deputy and carried out a joint observation with the deputy.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's action plans and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day and parent surveys.

Inspector

Parm Sansoyer

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 and is one of seven nurseries owned by the company. The nursery serves the local area and surrounding areas. It opens Monday to Friday, for 51 weeks of the year, from 8am to 6pm. Children attend for a variety of sessions. There are currently 68 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 13 members of staff. Of these, two hold an early years qualification at level 5 and six hold level 3.

What the setting needs to do to improve further

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

- improve teaching by ensuring activities have a clear learning intention and staff introduce new vocabulary, ideas and concepts during activities, in particular, to further extend the skills of the more able children
- develop further the programme for mathematics, understanding of the world and physical development by making better use of resources available and by providing a more stimulating range of resources, activities and practical experiences, to further extend learning.

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

- build on the systems in place to monitor the educational programmes and assessment arrangements more successfully, and improve the monitoring of rooms and staff practice by placing a greater emphasis on raising the quality of teaching, learning and experiences for children.

Inspection judgements

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

Children enjoy their time at nursery and staff plan and provide a balance of adult-led and child-initiated activities. Children acquire the basic skills required in preparation for school. Staff know the children well because they make daily observations of what children do, like and enjoy, and they use this information well to plan for children's interests. However,

staff do not place a strong enough focus on challenging the more able children. This means children's learning is not fully extended and they do not make good progress from their starting points. Therefore, the quality of teaching and learning requires improvement. Positive relationships with parents and carers result in a steady two-way flow of information about the children's education, care and welfare. This is particularly evident for those children who speak English as an additional language. For example, most of the staff are bilingual and speak the languages the children speak. Therefore, when these children first start they are able to speak to them in their home language to help them settle more easily and communicate with parents and carers to ensure their needs are met. Staff also place a strong emphasis on valuing language diversity. For example, during morning registration they say 'hello' in English and the other languages spoken by the children. Staff support children with special educational needs and/or disabilities well by working closely with parents and carers and making any necessary adjustments to the routine and environment to ensure the resources are accessible to these children. All children's individual targets are shared with parents and carers every term, which also includes information for parents and carers to carry out at home to support their children's learning.

Children respond well to the routine and increase their self-help skills. For example, they are given time and supported well to wash their hands and increase their independence at snack and meal times. For example, children independently and safely use the plastic knives to spread the bread and make their sandwiches for their picnic at the park. Children's communication and language is developing. Staff provide appropriate opportunities for children to talk freely about their interests and listen to each other. For example, during group discussion, they talk about their interests and what they have been doing at the weekend or on the evening. This time is used well to encourage children to speak and listen to each other. Daily singing and story sessions are used well to support children's language development. However, during activities, staff interaction is variable because they do not always place enough emphasis on increasing children's language by introducing new vocabulary, ideas and concepts during activities. This is because the activity does not have a clear enough learning intention and on occasions the focus is lost. Staff support the children's overall physical development well by taking all children to the local park twice daily to use a challenging range of physical play equipment. Indoors, children benefit from ring games and music and movement sessions. However, the more able babies who are learning to crawl, stand and move have few resources indoors, such as tunnels and slopes, to further challenge their physical skills.

The programme for understanding the world and mathematics is under-developed in some aspects. Although there is no dedicated outdoor play area, staff provide opportunities for children to begin to learn about their natural environment. They are encouraged to observe and talk about changes in the weather and seasons during daily walks to the local park. However, a strong enough focus is not placed on children actually exploring the natural environment, objects, materials and living things, and incorporating this learning indoors. For example, children have grown flowers, lettuce and cress seeds in pots, but staff report this has not been very successful and they do not incorporate natural materials well enough in children's play. Staff place a better focus on teaching children about diversity. For example, they gain awareness of differences in their families and various customs and the different religious festivals each of them celebrates. Children are

also encouraged to consider why things happen. For example, children have left celery in food colouring over the weekend and used ice cubes at room temperature. Staff have used these practical opportunities well to encourage children to think about why the change has occurred and share their thoughts and opinions. Staff provide appropriate opportunities for children to begin to problem solve, count, sort and match as they build with construction toys and use puzzles. However, staff do not make the most of activities that the children enjoy, such as sand, water and the role-play area to incorporate a mathematical element. Therefore, more able children have fewer practical opportunities to explore mathematical concepts and ideas, such as exploring size, capacity, weight and measures, through the activities they enjoy most. Staff provide a range of opportunities for children to develop an interest in early writing skills as they use a variety of writing materials, such as paint, pencils, crayons and chalk, to make marks. For example, children enjoy making marks with their fingers and hands in the white paint on the large tray on the floor. Children begin to recognise their name, day of the week and month of the year at registration time. In addition to this, staff place a focus on extending the more able children's literacy skills by encouraging those who are ready to link letters and sounds. Staff provide daily opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials, musical instruments and the role-play area.

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

Staff sensitively work with parents and carers and accommodate children's emotional needs well. Although there have been some staff changes, which has resulted in a change in the assigned key person for some children, overall, children remain settled. For example, staff make it a clear priority to get to know the new children and their parents and carers, they know and share information about the children's backgrounds, health and family circumstances. Transition within the nursery when children move room is managed well to ensure children settle easily. Forging stronger links with the main feeder schools is an ongoing area for further development. Contact is made with the schools and teachers and children's records shared to support the continuity of care and education for children.

Children are well behaved, learn about sharing and taking turns and respond well to reminders of how to behave. For example, staff use the photos displayed of the children using kinds hands, sharing and hugging each other, to remind them of acceptable behaviour. In addition, reward stickers are used to praise children, and staff have created inviting 'calming areas' within the room, which gives children the time to reflect on their behaviour. There is an appropriate range of resources available and they are safe and suitable. Overall, staff use the space well and staff deployment helps meets the individual needs of the children. However, staff do not consistently make the most of the resources available and provide a broad enough range of stimulating resources, activities and practical experiences. Therefore, planned goals in learning not met consistently enough.

Children benefit from a healthy snack consisting of water, fruits, vegetables and breadsticks. The meals are nutritious and balanced and incorporate fresh meat, fish and vegetables, and puddings are fruit and milk based. The environment is kept appropriately clean and staff adopt appropriate hygiene practices to prevent the spread of infection. For

example, staff and children wash their hands before meals and protective clothing worn when changing nappies. Appropriate risk assessments are conducted on the environment and the activities carried out, to ensure they are appropriate and minimise risk to the children. Children learn how to stay safe. For example, children wear their high-visibility jackets on their daily walks to the park and know the rules in place during their walk and time in the park. In addition, children learn about the role of the emergency services.

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

Staff have a secure understanding of safeguarding issues in relation to child protection and how to implement the policy and procedures to secure the children's safety and welfare. There are appropriate systems in place to ensure staff are suitably vetted, inducted and their ongoing suitability is checked, to help secure the children's welfare. All the required records, policies and procedures are in place and up to date, including recording the children's daily attendance. The senior leadership team consists of the registered individual, area manager, manager and deputy. Since the last inspection and subsequent monitoring visit, there have been some significant changes to the leadership team, along with some staff changes. After the last inspection, the area manager, who also oversees the other nurseries in the group, was drafted in to manage any staff under-performance. This more robust system of managing under-performance has resulted in employing a new manager, deputy and some new staff. In addition, the recruitment procedure is more thorough in ensuring the staff employed have the appropriate skills, experience, knowledge and training to fulfil their roles. This has resulted in a team who are better qualified and experienced and enthusiastic about their work to support children's care and learning.

Since the last inspection, significant progress has been made and all the actions have been tackled well, although some are still in progress and are ongoing and time is needed for these to be embedded securely. Therefore, although some good progress has been made, further ongoing work is required to improve the quality of teaching and learning experiences for children. Some of the achievements since the last inspection include providing training and support for staff, improving the quality of the meals, hygiene practices and better securing the children's safety and using positive strategies to manage children's behaviour. There is an improved programme for the supervision of staff, which is carried out every six weeks to support staff. Although this has been successful in encouraging and focusing staff on what need to improve, it is not yet sufficiently focused on individual targets to improve the quality of teaching. Regular staff meetings, senior leadership team meetings and room meetings means there is a better focus on improvement. The managers have recently started to model good practice in rooms in relation to improving the quality of teaching. However, they have not yet introduced systems to observe the quality of staff teaching in rooms and the monitoring of children's observation and assessment records. Therefore, the quality of teaching and learning remains variable and is not consistently good. In addition, there are some inconsistencies in how staff use the observation and assessment tool in place. The senior leadership team have a realistic overview of the nursery at this time and there are clear focused improvements plans in place to help continue and build on what has been achieved so far.

The level of care their children receive and how happy they are at nursery particularly impresses parents and carers spoken to on the day of the inspection. They are kept appropriately informed about the curriculum, activities and meals on offer and the nursery's policies and procedures. Systems to keep parents informed about their children's achievements are developing. For example, daily discussions are used well and summary reports, every term, about the children's achievements and progress shared. Parents and carers are often welcomed to join in on special occasions. For example, Father's Day was very well attended by fathers and at Easter an egg decorating day was also popular with parents. This helps strengthen the link of nursery and home. Partnerships with other professionals continue to strengthen children's care, education and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY452748
Local authority	Birmingham
Inspection number	975993
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	68
Name of provider	Isra Daycare Nursery Ltd
Date of previous inspection	14/02/2014
Telephone number	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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