

SADWICA Day Nursery

69 Beeches Road, West Bromwich, West Midlands, B70 6HQ

Inspection date	02/09/2014
Previous inspection date	24/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children are confident and enthusiastic learners, who make good progress in all areas. This is because the teaching provided by staff is receptive to the children's individual needs, motivating them to engage in the range of experiences available.
- Comprehensive policies and procedures are in place, implemented effectively and monitored well. This ensures that children are effectively safeguarded and their well-being is well promoted at all times.
- Management and staff continuously improve the quality of the provision. Everyone is involved in the evaluation of practice and implementation of identified improvements, benefitting the children's experiences in the setting and, ultimately, their progress.
- Partnerships with parents are well-established through frequent information sharing. Details of children's ongoing achievements, and initiatives to support home learning, are regularly provided. This ensures that children's unique care and learning needs are well promoted by all those involved.

It is not yet outstanding because

- Opportunities for children to further develop their understanding of the world, in relation to caring for living things, have not been explored to the fullest extent outdoors.
- There is scope to further enhance the systems in place for sharing information with schools and other settings, by providing details about children's targets.

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 three playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision, and spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day, and from information included in the setting's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

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 terraced house on the outskirts of West Bromwich town centre and is run by a management committee. The nursery serves the local and wider area and is accessible to all children. It operates from three play rooms on the first two floors and there is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 to level 6. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. 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 further improve the quality of the early years provision the provider should:

- enhance the opportunities for children to further develop their understanding of the world, in relation to caring for living things, for example, by providing a wider range of planting and growing activities
- expand on the existing information that is shared with schools and other settings, by providing them with details of children's individual targets.

Inspection judgements

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

Children make good progress in all areas of their learning and development. This is because the staff carry out regular observations of the children during play to assess their skills and identify their current interests. They then use this information to plan a wide range of activities and opportunities which support the children's next steps in learning, through their identified interests. Children have good opportunities to develop their own ideas and interests by independently using the wide range of available resources and by participating in well planned, activities, which are led by adults. This ensures that children have a good balance of child-initiated experiences and adult-led opportunities. Teaching is good because staff know how to engage with the children and when it is appropriate to develop their learning further. For example, in the home corner, where children are pretending to make dinner, staff extend this to explore mathematics. They make suggestions for children to consider, such as the need for a bigger bowl to fit all of the food into as the existing one is too small. Staff talk to children about the colours of the

different foods in the bowl, identifying which ones are the same, developing the children's understanding of similarities and differences. Consequently, children make good progress in their learning, which enables them to develop the skills and competencies they need in preparation for school. However, opportunities for children to further develop their understanding of the world, in relation to caring for living things has not been explored to its fullest potential outdoors, for example, through planting and growing activities.

Children make very good progress in their communication, language and literacy skills, enabling them to become confident communicators. Babies and children of all ages enjoy sharing picture books and stories with staff. They engage happily with songs and action rhymes, copying the actions led by staff and requesting favourite songs. For example, babies enjoy songs, such as 'wind the bobbin up', and pointing to different parts of the room, such as the ceiling, window and door, at the correct times. Toddlers enjoy more physically active songs, such as 'sleeping bunnies'. They giggle as they try to lie quietly and very still until it is time to awaken and enjoy hopping and jumping around the room. A range of musical instruments are used enthusiastically by children of all ages. They learn how to tap or shake rhythmically, and follow instructions, such as when to stop. Older children enjoy frequent visits to the local library, participating in story sessions in an alternative environment. Staff model language well, speaking clearly and repeating words, to support younger children in their language development. Older children are continually engaged in conversation. Staff and children listen well to each other, and staff ask purposeful questions that require more than a yes or no response, to further children's thinking. Children, whose first language is not English, are well supported because staff obtain key words from parents in their home language. Many of the staff speak additional languages, enabling them to communicate well with children and their families, and to interpret this information to their colleagues. Opportunities for early writing are available in all rooms and outdoors. These opportunities support children's developing literacy skills well, in readiness for the next stage in their learning, such as school.

Effective partnerships between parents and staff are well established and given a high priority by staff. This is because staff understand the importance of developing positive relationships, in order to promote consistency of support with regards to children's care, learning and development. Parents share detailed information on entry to the setting about their child's personality, skills and development with their child's key person. This enables the needs of the child to be met from the outset, and provides a more accurate assessment of children's starting points regarding their development. Parents are actively encouraged to review their child's learning profiles and contribute observations about their child's learning at home. Summaries of each child's progress are shared regularly with parents, and the required progress check for children between the ages of two and three years is in place to complete with parents at the appropriate time. This ensures that children's needs are continually assessed and planned for, and that children who require additional support receive this at the earliest opportunity. Learning links between home and the setting are promoted well, through the sharing of individual targets, to support children. These opportunities support parents in developing their children's learning and development at home, and working jointly with nursery staff, to further enhance their child's progress.

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

Children are very settled and extremely happy in this welcoming nursery because staff give a high priority to their emotional security. Staff ensure that children have sufficient time to settle in when they are new, or after they have been absent due to holidays or illness. Children develop good relationships with one another and the staff, who are caring and take time to get to know each child and their unique needs. This is supported through the well-established key-person system and the gradual settling-in sessions, which enable parents to slowly build up the time their children spend at the nursery. Parents comment that their children settle quickly and are happy to attend, which results in them being happy and confident to leave their child in the care of the staff. Parents share information with staff about their child's care needs, interests and achievements on entry to the nursery. This enables staff to appropriately support the child's needs and provide for their interests from the outset. As a result, children have strong and secure emotional attachments with the staff. This enables them to confidently explore the environment, enjoy their time in the nursery and make good progress in all areas of their development and learning. Similarly, transitions between rooms within the nursery are equally well supported, in partnership with parents and the new key person. This ensures that children's needs are consistently promoted and well supported. Older children are fully prepared for their transition into the school environment because nursery staff ensure that they are confident and fully prepared intellectually, socially and emotionally. Staff arrange for these children to visit their school, so that they are aware of where they will be moving on to. This transition is further supported through the sharing of information relevant to each child, regarding their progress and individual personalities and needs. As a result, children make the move in to full time education more easily because of the positive steps taken to ease their transition.

Toddlers and older children develop their independence and self-help skills extremely well. This is because staff know the children very well. They recognise when they are ready to take responsibility, such as managing their own toileting and hygiene needs. Babies skilfully feed themselves as soon as they are able, and older children are encouraged to serve their own meals and pour their own drinks. They do this very competently because staff provide serving implements, which are an appropriate size, enabling them to achieve this and develop their self-confidence. An understanding of the importance of hygiene is fostered from an early age because staff ensure that children wash their hands after using the bathroom, before meals and after outdoor or messy play. It is evident that because children have daily opportunities to manage these skills for themselves, they learn to do these competently, enhancing their sense of achievement. Therefore, they develop valuable skills that will influence their future. Children of all ages benefit from interesting and enabling learning environments, indoors and outdoors. High-quality toys and equipment are in good order and freely accessible to all children, enabling them to make choices about what they would like to play with. Each of the three age ranges have spacious, well organised facilities, enabling babies, toddlers and young children to move around freely and to experience different opportunities. For example, all rooms have areas where messy play, such as painting, sand, water and drawing, is available at all times. All rooms have quiet, cosy spaces, which enable children to look at books, have a rest and develop their communication skills with one another. Displays celebrate children's

creativity, and photographs on the walls and in their learning profiles promote children's self-esteem because children are valued. Positive images of children and adults, from a range of cultures, support children's understanding of diversity and promote inclusion in this multi-cultural setting. Positive behaviour is highly evident and children happily play together, as staff are good role models who provide a calm and caring environment. When it is time to tidy away, children of all ages are encouraged to help, and they do this readily, evidently aware of where individual resources are stored. Children are encouraged to be kind to one another, to share and take turns. It is evident that children have learnt that this is expected of them, and young children can be heard telling staff that they are 'sharing'. Staff promote the use of good manners, resulting in children being polite and respectful to staff and one another. Children are also confident to communicate their views and ideas with others because they know that staff will listen. These personal skills, in managing their emotions and developing positive relationships, support children extremely well towards the next stage of their learning, such as school.

Children of all ages enjoy daily fresh air and exercise, developing confidence with their physical skills as they enthusiastically play in the well-equipped outdoor area in all weathers. The provision of under-cover areas outdoors ensures that children can benefit from plenty of fresh air and exercise throughout the year. There are separate areas for babies and older children, enabling the provision of resources to meet their different levels of physical skills and promote their safety. Outdoors, children learn how to take risks safely as staff encourage them to challenge their physical skills. Regular outings to the local park provide opportunities for children to use larger equipment, to develop their skills further. Snacks and meals, provided by the nursery chef, are freshly cooked, well-balanced and nutritious, and all dietary needs are very well catered for. The chef ensures that she plans her menu around the diverse cultural needs of the children. She researches new recipes to include those of new children, widening the opportunities for all of the children to experience new tastes. Mealtimes are social occasions for babies and children, who are encouraged to feed themselves independently as soon as they are able. Because the older children self-serve their meals, this enables them to have portions according to their appetites and individual preferences, and also supports them to try other foods which they may not have tasted before. Topics and discussions on healthy eating support children's developing understanding of healthy choices. Staff eat with the children, developing the children's social skills and modelling table manners and good eating habits. Snacks are provided mid-morning and mid-afternoon, which means that children are well-nourished, maintaining their energy levels throughout the day.

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

The manager has a good understanding of her role and responsibility to ensure that the nursery meets the requirements of the Early Years Foundation Stage. A wide range of policies and procedures, risk assessments and safety measures are all in place and implemented well by staff and monitored by management. These are reviewed annually or when it is identified that amendments or additions need to be made. Detailed accident and medication records are maintained and signed by parents, keeping them informed at all times. The majority of staff are trained in first aid, and all areas of the building are easily

accessible should a child require first-aid treatment. Staff carry out daily risk assessments, indoors and outdoors, helping to ensure that the environment is free from hazards, and resources and equipment are safe for the age range of children using these. A closed-circuit television system is also in place, enabling management to monitor all areas of the building. All staffs' knowledge of the safeguarding procedures is strong, and they have a clear understanding of their role and duty to report any concerns they may have about children or their colleagues. The written safeguarding policy contains detailed information of the procedures to follow should any concerns about a child be identified, and information is evident in every room to support staff in making a referral to the appropriate agencies. Policies and procedures are explained to parents when first joining the nursery and are accessible at all times. Thorough recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. On appointment, a detailed induction process is carried out, supporting new staff to settle into the nursery, and enabling them to fully understand their roles and responsibilities. All of these measures in place ensure that effective steps are taken to minimise risks and to keep children safe, healthy and secure.

Staff benefit from established supervision processes which are used to identify support, highlight training and meet their professional development needs. The manager carries out regular observations of the staff during their practice with the children, sharing feedback on the positive elements of their teaching and any areas to develop further. Staff receive mandatory training in safeguarding and first aid, and attend additional courses provided by the local authority when these are available. The nursery benefits from the manager having an early years degree, positively influencing the standard of teaching and care within the nursery. Evaluation of the nursery's strengths and areas for development is ongoing and involves contributions from staff, parents and children. Parents can share their opinions verbally at any time and through annual questionnaires. The setting has ongoing improvement plans and staff work well together to achieve identified developments. This demonstrates the aspirations of the staff team to continuously improve the quality of the provision. At the last inspection by Ofsted, the nursery received a number of actions to improve. The management have been highly proactive in addressing these actions. These include developing staff's understanding of the Early Years Foundation Stage, implementing effective changes in the way that children are assessed and individually planned for, reviewing behaviour management, revising the key person system, enhancing parent partnerships, and ensuring the safety and security of the building. As a result, the children's learning, development, and welfare are now ensured. Systems are in place to monitor children's progress through their learning profiles, and a local authority speech and language screening system. This means that management is able to identify those who are making good progress, and any gaps in learning or the provision can be addressed swiftly.

Effective partnerships between parents and staff are well established. This ensures that each child's care and learning needs are well met throughout their time in the setting. Parents report that they are very happy with the standard of care that their children receive and feel fully informed. They share that they can identify the benefits of their children attending the nursery, due to the progress they are making in their learning and development, such as language and confidence. Daily written or verbal information is shared with the parents of all children. This ensures that a two-way flow of information is

encouraged between parents and staff on a daily basis, keeping everyone informed and up to date about the children's needs. Parents receive regular newsletters, access to a range of information displayed on notice boards and on the nursery website, and receive frequent updates on their children's progress. Parents are also encouraged to participate in the life of the nursery through attending parent meetings, graduation events and an annual nursery outing. Effective partnerships with external agencies and local schools are also well established and contribute securely to meeting children's needs. Teachers are invited to meet those children who will shortly be transferring to school, enabling information to be shared about individual children's personalities and needs. However, there is scope to further enhance the systems in place for sharing individual children's targets with schools or other settings that children attend. The nursery is proactive in supporting parents to access additional support from the local children's centre and other agencies or professionals. The nursery welcomes and values the support received from local authority officers, to support their continual progress and development.

The Childcare Register

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

The requirements for the voluntary 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. 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	255148
Local authority	Sandwell
Inspection number	976856
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	24/03/2014
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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