

Samira Daycare

SKN Business Centre, 1 Guildford Street, BIRMINGHAM, B19 2HN

Inspection date

04/11/2014

Previous inspection date

05/11/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

3

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 welfare is not promoted because the provider has not met all responsibilities with regards to safeguarding children. In addition, staff working directly with children have not been subject to appropriate suitability checks.
- Children's safety is not ensured because safety checks do not always identify hazards in the environment that put children at risk of harm.
- Staff do not always liaise with parents regarding the progress check for children between the ages of two and three years, so that the required information is able to be shared in a timely manner with other professionals.
- Staff are generally well organised, but there are times when children become noisy and unsettled during changes in activities, which does not fully support children's understanding about what is happening.

It has the following strengths

- Staff get to know children and their parents well, enabling them to form good relationships, so that care practices for children are consistent.
- Children are provided with regular access to an outdoor play area, which supports their physical development and promotes a healthy lifestyle.

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 indoor areas used by children and the outdoor play areas.
- The inspector and manager carried out a joint observation.
- The inspector spoke to the manager, area manager, staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation and a sample of records and policies relating to children's welfare, health and safety.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the nursery's self-evaluation document and action plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Samira Daycare was registered in 2011 and is a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from premises in the grounds of Al-Birr Independent School in the Nechells area of Birmingham. The nursery serves the local area and is accessible to all children. It opens Monday to Friday, from 9am to 5pm, during term time only. There is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff; all of whom hold appropriate early years qualifications at levels 2 to 6. Children attend for a variety of sessions. There are currently 54 children attending; all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and those who speak English is an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- implement effective systems to ensure that staff, and any other person who is likely to have regular contact with children, are suitable to do so; this includes rigorous recruitment procedures to confirm suitability to work with children and obtaining an appropriate Disclosure and Barring Service check
- ensure that risk assessments are carried out to identify and minimise hazards within the environment, with particular regard to the storage of medication and equipment in the baby room that poses a risk to children's safety
- establish a secure knowledge and understanding of the Safeguarding Vulnerable Groups Act 2006 in order to fully safeguard children
- establish arrangements for liaising with parents about the timing and purpose of the progress check for children aged between two and three years.

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

- review the organisation of routines during the day, so that changes between activities are calm and children are helped to understand what is happening.

Inspection judgements

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

Generally, children are happy, settled and are making steady progress towards the early learning goals. This is because most children have built good relationships with staff who know them well. Children appear comfortable in their surroundings and they readily take part in the range of activities that are provided for them. Equipment is laid out to reflect all areas of learning and so that children can make choices about what they would like to do. This includes choosing whether they wish to play indoors or outdoors, which ensures that they enjoy learning opportunities in an enabling environment. Children enjoy playing with staff who are playful and engaging while teaching them important skills for the next stage in their learning. For example, a member of staff plays a game with a group of children which involves her hiding a teddy bear for them to find. She enthusiastically encourages the children to work together to find the teddy and they show excitement when doing so. They follow instructions to 'close their eyes' and 'line up' while the teddy is hidden. This shows that children are learning to listen, wait, work together and use their initiative while playing, which supports their all-round learning and development.

All children have a learning journey file that contains photographs and observations that have been carried out by their key person. Most observations are linked to specific areas of learning and development, and are used to inform assessment documents that monitor children's overall progress. The key person identifies children's individual next steps in learning and uses this information to plan activities that target skills. Parents are asked to complete detailed information documents when children first start, which ensures that children's individual capabilities and interests are known. Staff exchange information about children's progress with parents using a progress summary document, which contains written summaries for each area of learning. This document is also used to form the progress check for children between the ages of two and three years, when children move rooms and to provide information to other settings or schools when children leave. The setting also holds parents' evenings during the year so that parents can view children's files and have detailed discussions with their child's key person. Parents are also invited to attend 'Messy Friday' stay and play sessions held each month when they can spend time with their child. During these sessions, staff provide ideas for how parents can support children's ongoing learning at home.

The daily routine ensures that children benefit from a variety of different experiences. This includes sessions, which are child led. Staff play with children who openly share what they are doing. Staff practice is inclusive because children with special educational needs and/or disabilities are supported effectively. Individual play plans are in place to support children's needs, together with partnership working with parents and other professionals. A number of staff are bilingual and this means that children, who speak English as an additional language, are supported successfully. Overall, children are developing skills that support their future learning. However, staff are not always well organised during times when children change activities. This means that the volume of noise becomes high because children are more unsettled. This does not fully support all children's understanding of what is happening.

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

The key-person system is well embedded and staff speak affectionately and knowledgeably about their key children. Parents have been provided with information about the role that the key person plays and information about individual children's care needs as appropriate. Children's routines, likes and preferences are shared at settling-in visits, which means that staff have relevant information to help children to settle when they start. Staff get to know children and their families well, which enables them to form secure relationships. Consequently, children are developing a sense of belonging in the environment, which supports their emotional well-being. However, because risk assessments do not always identify and minimise hazards in the environment and safeguarding practice is not robust, these feelings of safety and security are somewhat misguided.

Most children play well together and they enjoy an activity where they dress up in the role-play area. Staff support children during this time by prompting them to dress and undress themselves and by encouraging them to share and take turns. Children enjoy the interaction from staff and seek to engage them in their games. For example, they give staff play food to 'eat'. When two children have difficulties sharing some of the equipment, staff are quick to intervene and they sensitively suggest ways to ensure that play can continue. This means that children begin to understand how to play together. Children show an awareness of routines and some help to tidy away the toys at tidy-up time. They are prompted to wash their hands before they eat and are provided with healthy and nutritious meals, which helps to contribute to a healthy lifestyle. Staff encourage children's independence at meal times. Children collect and give out plates and equipment to their friends. This also provides opportunities for children to manage risks for themselves as they use a range of utensils when serving their own meals or pouring their own drinks.

A high proportion of staff have attended the required training that enables them to administer first aid, and medication is only administered with parents' consent. However, on occasions, not all prescribed medication is appropriately stored. This is because it is placed in a cloth hanging unit at child height adjacent to the changing table, which compromises children's safety. The setting has recently reviewed the arrangements for the departure and arrival of children. Parents are encouraged to come into the rooms, to collect their children who are then signed in and out. This also ensures that information about what children have been doing is routinely exchanged, providing continuity of care.

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

The provider has made some progress towards improving areas of the setting since the last inspection, where they were judged to require improvement. However, subsequent breaches in the Early Years Foundation Stage requirements impact on children's overall welfare and safety. Children are not effectively safeguarded. Furthermore, the provider has not met all responsibilities with regards to the Safeguarding Vulnerable Groups Act 2006. They have not taken appropriate steps after they dismissed a member of staff who

was found to have put a child at risk of harm. This relates to an incident when a child was able to leave the setting unsupervised. In addition, the provider has not undertaken rigorous recruitment procedures to confirm new staffs' suitability to work with children. This is because they have not sought suitable references, or carried out Disclosure and Barring Service checks in a timely way. In addition, staff do not implement effective risk assessments to ensure that all areas of the setting are safe. This is because items in the baby room, such as a free standing fire extinguisher and unsuitable storage drawers, pose a risk to children. Furthermore, prescribed medication is not always stored securely after it has been administered. However, the deployment of staff throughout the day means that, on the whole, children are supervised appropriately.

Performance management systems enable the provider to monitor staff practice and respond appropriately where underperformance is identified. Supervision meetings between managers and staff provide opportunities for staff to share and discuss information with regard to individual children. Staff meetings include training for ongoing professional development, in addition to discussing day-to-day operations. All staff, including those with safeguarding responsibilities, clearly explain how they would manage any concerns raised about children or a member of staff. Areas of development since the last inspection are evident and the setting uses action plans and self-evaluation to target areas for continued improvement. This has had a positive impact on the setting's ability to work towards meeting the learning and development requirements. They have not yet fully embedded ways to communicate with parents regarding the progress check for children between the ages of two and three years. This is because they do not always identify this document to parents, or discuss the most appropriate time to undertake this review, so that it can be shared with health visitors. However, assessment documents that are produced are used to share information. The setting has begun to develop partnerships with local schools or other early years providers by providing this information. This means that children's individual progress or needs are known when they move on. Likewise, the setting works in partnership with other agencies to ensure that all children get the help and support that they need.

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:

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (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. 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	EY420742
Local authority	Birmingham
Inspection number	962906
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	54
Name of provider	Samira Daycare Limited
Date of previous inspection	05/11/2013
Telephone number	01213592299

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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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