

# Sammy Snail Day Care

227 Heath Way, Birmingham, B34 6QU



## Inspection date

3 February 2015

## Previous inspection date

27 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide stimulating activities that fully engage children. There is a strong emphasis on the promotion of language skills, ensuring all children learn to communicate with staff and others.
- Children's independence skills are well promoted. Children are well behaved and they take turns during activities, which promotes their regard for others.
- Children learn to keep themselves safe because staff raise their awareness of safety issues during activities.
- Partnership working with parents and other professionals is successful. This means that children receive good support for their individual needs.
- Staff have undertaken safeguarding training and they are well informed about their responsibilities to keep children safe and to report child protection concerns.

### It is not yet outstanding because:

- Staff do not provide a wide variety of resources for outside play. This means children are not sufficiently challenged to extend their physical skills when taking part in outdoor activities.

## What the setting needs to do to improve further

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

- sharpen the focus on supporting children during outside play by providing sufficient resources, so that they are challenged and have opportunities to extend their physical skills.

## Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environments.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Adelaide Griffith

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good understanding of how children learn. They provide good-quality teaching to promote children's learning. There is a strong emphasis on helping children to develop letter-recognition skills. For instance, staff ensure children's name cards are placed within reach. On arrival at the nursery, children select cards and self-register by sticking them onto the board. Children practise early writing skills in a range of materials, including play dough, sand and paint. Children's exploratory skills are well promoted as they hunt for treasure during outside play. They exclaim excitedly when they find rocks. Staff use various strategies, including tongue exercises to promote speaking, so that children learn to clearly pronounce phonic sounds. Learning is meaningful because staff help children to think critically. For example, before they fill in the weather board, children check weather conditions outside. Staff are well qualified and skilled at supporting children's learning and development.

### **The contribution of the early years provision to the well-being of children is good**

Mealtimes are social occasions when staff sit with children and model good interpersonal skills. Children learn about healthy eating due to the balanced contents of lunch boxes and fruit served daily in the nursery. Staff consistently praise children for effort during activities and this motivates them to develop self-help skills. For example, children confidently take responsibility for putting on coats and gloves before they go outside for play. Children are well behaved and spontaneously take turns on the slide during outside play. However, staff set out few pieces of play equipment for children's use. Those that are within reach, do not help children to test their skills. Children follow routines and willingly respond to requests to wash their hands before meals. Children's emotional well-being is effectively promoted because they form strong bonds with key persons who ensure they settle and are at ease in the nursery.

### **The effectiveness of the leadership and management of the early years provision is good**

The provider and staff have a good understanding of the requirements of the Early Years Foundation Stage. All staff are well informed about safeguarding procedures. Regular supervision and an established programme of professional development are in place to ensure staff have opportunities to discuss their personal goals. For instance, they attend training to enhance their skills to support children's learning and development. Staff have undertaken training in behaviour management and they effectively promote children's good behaviour. All staff contribute to the planning of activities, which are monitored by the provider and manager. Staff regularly review assessments and share these with parents, ensuring they can support their child's learning at home. Parents also receive monthly newsletters with details of assessment dates and topics for planned activities. During the settling-in period, staff have discussions about what all children can do, including those who speak English as an additional language. Staff work well with other professionals, so that children get the support they need.

## Setting details

<b>Unique reference number</b>	EY470417
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	968597
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	14
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Sammy Snail Ltd
<b>Date of previous inspection</b>	27 March 2014
<b>Telephone number</b>	0121 675 8412

Sammy Snail Day Care was registered in 2013. The nursery employs four members of childcare staff. All hold appropriate early years qualifications at levels 3 or 6. The nursery opens from Monday to Friday term time only. Sessions are from 9am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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