

ACP Early Years

Ashiana Community Project, 21-25 Grantham Road, Birmingham, West Midlands,
B11 1LU



Inspection date

24 February 2015

Previous inspection date

28 April 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable and is not consistently good. Staff do not consistently match activities well enough to the children's individual needs. Therefore, children do not always make the best possible progress.
- Children do not have enough opportunities to freely play, explore and build on their own ideas throughout the day. Children spend too long engaged in adult-led activities.
- The educational programmes for understanding the world and expressive arts and design are not strong enough to ensure children make consistently good progress.
- The management team do not place a strong enough focus on monitoring the quality of practice, and do not focus staff supervision and training on improving the quality of teaching.

It has the following strengths

- Staff place a clear emphasis on supporting the children's communication and language, mathematics and literacy development in preparation for school.
- A good two-way flow of information with parents and carers results in staff knowing well the care needs of the children. Staff are warm, caring and attentive and children are happy and confident at the nursery.
- Staff are well trained in safeguarding and child protection issues and have a good understanding of how to recognise possible signs that may cause concern.

What the setting needs to do to improve further

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

- ensure staff supervision, staff training opportunities and the monitoring of practice are more closely focused on improving the quality of teaching and experiences for children
- improve further the educational programmes for understanding the world and expressive arts and design by providing a richer range of stimulating experiences both indoors and outdoors to extend further children's learning
- ensure activities are matched well enough to the children's individual needs to ensure they always make consistently good progress in all areas of learning
- make more freely available time and a wider range of resources across the nursery to increase the opportunities children have to freely play, explore and build on their own ideas throughout the day.

Inspection activities

- The inspector observed activities in the playrooms and outdoor area.
- The inspector held a meeting with the registered individual and manager, and carried out a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, action plans, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector also took into account the views of parents and carers from questionnaires provided by the nursery.

Inspector

Parm Sansoyer

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a varied range of experiences to promote children's learning and development across the seven areas of learning. However, opportunities for children to be imaginative and explore freely with media and materials and to learn about the natural world are less well planned for. This is because there is not a rich enough range of resources and experiences on offer indoors and outdoors. Therefore, children's learning in these areas is not fully extended. Teaching is variable and not consistently good. During adult-led activities staff in the pre-school and toddler room place a good emphasis on supporting the children's mathematical and literacy development. However, activities are not always matched to the individual learning needs of all children. Consequently, while the more able children show good levels of interest the less able children do not sustain their interest and become restless. Staff place a clear focus on supporting the children's communication and language and use songs and rhymes well. Staff work well with parents and carers to establish the children's starting points in learning. They make regular observations of children's achievements and work collaboratively with other professionals to help support children's learning in readiness for school.

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

The outdoor area and all rooms are safe and secure. Also, the equipment is suitable for the needs of children. However, the range and use of resources is variable, and not consistently good. There is too little time given for children to lead their own play. Therefore, opportunities for children to freely access play resources and explore and create their own ideas are hindered. Fostering the children's personal, social and emotional development and well-being are given good priority. Children are well behaved and form secure attachments with key staff. Staff in the baby room work closely with parents and carers. They carefully follow children's individual routines and meet their needs. Staff use the daily routine well to teach children about keeping safe and staying healthy. For example, children engage in discussion about how to safely handle the scissors and a knife they use to cut their fruit. Children benefit from healthy meals and snacks. Also, children enjoy being physically active outdoors in the fresh air.

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

The manager and staff have a good understanding of their responsibility to protect and safeguard children. The new manager has been in post six months and is increasing her understanding of the learning and development requirements. Staff performance management systems are in place but are not fully effective. The manager conducts regular staff supervision and staff attend training. However, these arrangements are not sufficiently focused on improving the quality of teaching. The leadership team are proactive and have made good use of external monitoring and guidance and set targets to improve. However, internal systems to monitor the practice of all staff are not well established. Therefore, the quality of teaching remains variable and requires improvement.

Setting details

Unique reference number	EY330654
Local authority	Birmingham
Inspection number	1005394
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	24
Name of provider	Ashiana Community Project
Date of previous inspection	28 April 2010
Telephone number	0121 6876767

ACP Early Years registered in 2006. The nursery is open each weekday from 8am to 6pm all year round. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs seven members of staff. Of these, six hold an early years qualification at level 3 and one holds a qualification at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

