

Sara Daycare

1 Regent Park Road, BIRMINGHAM, B10 0QP



Inspection date

23 June 2015

Previous inspection date

6 August 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The provider does not monitor the quality of the setting enough. Consequently, there are several breaches of the teaching and learning and welfare requirements. These include a failure to notify Ofsted of a change of manager.
- Staff do not consistently promote children's well-being. Risk assessments are not sufficiently robust and do not take account of potential hazards to children attending the provision to ensure they are safe.
- The provider's systems to determine the suitability of staff are not robust. This places children at risk.
- Staff do not plan a range of outdoor activities or enable children to access the outdoors on a daily basis. As a result, children do not benefit from regular fresh air or opportunities to play and learn outside.
- The quality of teaching is too variable. Staff do not consistently engage children in purposeful learning. As a result, children do not make consistently good progress.
- Assessment arrangements are not effective. Staff fail to match children's developmental needs and interests to the activities provided. Observations are not evaluative and written records lack evidence of children's progress. They do not accurately identify children's next steps in their learning or link effectively to planning.
- Managers have not embedded a rigorous system to monitor staff's practice. As a result, some teaching is poor and children do not benefit from consistently good learning experiences.

It has the following strengths

- Staff are very caring and value what children have to say. Children are happy and confident because staff build positive relationships, which help to promote their emotional well-being.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a welfare requirements notice, requiring the provider to improve his understanding of;

1. ensure that a robust recruitment and vetting process is implemented, including taking up professional references and undertaking relevant checks by the Disclosure and Barring Service, to ensure that all staff looking after children are suitable to do so
2. ensure that Ofsted is notified of any changes of manager
3. ensure all children have access to the outdoor environment on a daily basis
4. ensure that risk assessments identify all aspects of the provision that need to be checked on a regular basis, this is with specific regard to children's safety when crossing the road, fire extinguishers and doors
5. improve the quality of teaching across the setting by ensuring that observations and assessments are used effectively to track precisely the progress of all children; and to ensure that all children have their next steps accurately identified and make good progress in their learning
6. improve the systems for the monitoring of staff through regular observations of teaching practice, so that children benefit from consistently good learning experiences.

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

- ensure that a robust recruitment and vetting process is implemented, including taking up professional references and undertaking relevant checks by the Disclosure and Barring Service, to ensure that all staff looking after children are suitable to do so
- ensure that Ofsted is notified of any changes of manager
- ensure all children have access to the outdoor environment on a daily basis
- ensure that risk assessments identify all aspects of the provision that need to be checked on a regular basis, this is with specific regard to children's safety when crossing the road, fire extinguishers and doors
- improve the quality of teaching across the setting by ensuring that observations and assessments are used effectively to track precisely the progress of all children; and to ensure that all children have their next steps accurately identified and make good progress in their learning
- improve the systems for the monitoring of staff through regular observations of teaching practice, so that children benefit from consistently good learning experiences

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risk (this applies to the compulsory part of the child care register)
- ensure effective systems are in place for checking the suitability of staff (this applies to the compulsory part of the child care register)
- ensure that all necessary measures are taken to minimise any identified risk (this applies to the voluntary part of the child care register)
- ensure effective systems are in place for checking the suitability of staff (this applies to the voluntary part of the child care register)

Inspection activities

- The inspector discussed the improvements made since the last Ofsted visit.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.
- The inspector observed children at play, on an outing to the park and during meal times.
- The inspector looked at the adults' planning, assessment and observations and a range of other documentation including policies and procedures, risk assessments and accident records.
- The inspector conducted a joint observation with the deputy and held a meeting with senior leaders.

Inspector

Susan Crawford

Inspection findings

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

Staff do not consistently plan challenging activities to support children's learning. They do not enable all children to access outdoor play and learning regularly. As a result, children do not benefit from regular fresh air and play opportunities offered by the outdoor learning environment. Staff do not conduct observations to identify the next steps in the children's learning and development. The activities provided by staff are too often mundane and do not support each child to make good progress in their learning. Leaders and staff do not track the progress of individuals or groups of children appropriately, so the gaps in children's learning and development go unnoticed. Too often, the quality of teaching has weaknesses and not all staff have a secure understanding of how to support children's learning and development. Adults sit with the children and talk to them, but they rarely set out clear learning intentions for specific activities. Consequently, children are not challenged in their learning. Several children become bored and disengaged during activities and walk away to seek other challenges. Not all children are well prepared for the next stage in their learning or their transition to school. Staff have made some links with local schools and other professionals such as a speech and language therapist and a visual impairment specialist. However, they do not consistently involve parents in their child's learning. Children who speak English as an additional language are supported in their early communication skills as they copy actions to their favourite songs. In the toddler room, some group activities support children's emerging language skills. For example, during small-group times some staff use appropriate language to support and engage children.

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

Staff fail to do enough to keep all children safe. Risk assessments do not take account of all health and safety hazards and, as a result, not all potential risks are minimised. For example, children are put at risk of harm because staff take children across a road on a junction. Most children are happy and content. Older children play co-operatively with their friends and show they understand the nursery rules. Children are supported, at times, to develop their skills of independence. However, at mealtimes they are only given a fork which means children have difficulty eating independently and staff do not encourage them to make effective use of tools. Staff are friendly and approachable. Children form good attachments with them and are content in their care. Staff praise children for their achievements, which increases their self-esteem.

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

The provider has too little understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This results in breaches that have a significant impact on the safety and well-being of children. The nursery's recruitment procedures are not rigorous enough. The provider has not informed Ofsted of the appointment of the new manager. Two references are not gained for all staff. The provider failed to provide

evidence that appropriate checks have been completed for all staff, to ensure they are suitable to work with children. This compromises children's safety.

The manager has started to monitor staff performance. However, supervision and performance management systems, including the monitoring of staff's observations and their practice, is relatively new and there has been little improvement as yet. As a result, the quality of teaching is variable and children do not benefit from consistently good learning experiences. Staff are, to some extent, supported to develop their knowledge and skills, but the impact of training and qualifications is not sufficient to ensure that children make consistently good progress and have all of their needs met. The setting's self-evaluation is weak and fails to identify aspects of the provision that require improvement. The provider has not made sure that appropriate action has been taken since the last inspection to target areas identified for improvement. Partnership working with other providers and parents is adequate. Parents receive information through notice-board displays and they mainly make positive comments about the setting and the standards of care and learning their children receive.

Staff have attended training and know the safeguarding procedures relating to the signs and symptoms of abuse and what to do if they were concerned about a child in their care. Adequate numbers of staff have undertaken paediatric first-aid training, which enables them to provide appropriate care should a child have an accident at the setting.

Setting details

Unique reference number	EY452748
Local authority	Birmingham
Inspection number	1017169
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	20 - 14
Total number of places	42
Number of children on roll	56
Name of provider	Isra Daycare Nursery Ltd
Date of previous inspection	6 August 2014
Telephone number	0121 771 0405

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. 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 11 members of staff. Of these, one hold an early years qualification at level 5 and six hold level 3.

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