

Samira Daycare

16 Windsor Street South, BIRMINGHAM, B7 4HY



Inspection date

8 July 2015

Previous inspection date

4 November 2014

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

- Procedures to safeguard children are inadequate. The leader and managers have failed to meet the action raised at the last inspection to have robust recruitment procedures that ensure all staff are suitable to work with children and have the appropriate skills for the role in which they are employed.
- The leadership and management is ineffective. Self-evaluation is weak and there are no plans for improvement. Leaders do not have an accurate understanding of what the setting does well and needs to improve.
- Teaching is weak. The educational programmes do not have sufficient depth and breadth. Children are not consistently engaged in purposeful activities and play that are matched to their differing abilities. Consequently, they are not sufficiently challenged and do not make enough progress. Children are not prepared well for school.
- Resources and displays to promote children's understanding of different families and the wider world are limited. Therefore, opportunities for children to explore and find out about people, families and communities are reduced.
- Records to ensure the safe and efficient management of the setting are not accurately maintained, such as for all adults working on the premises. Some records are not available for inspection.
- High staff turnover means the key person system is not well embedded. Parents do not always know who their child's key person is. This reduces the continuity of care.
- Staff performance and the quality of the provision are not monitored rigorously enough.
- Risk assessments and practice to ensure children's safety and privacy are weak.

It has the following strengths

- Children with additional needs are supported and make progress in their communication and language skills.

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 the provider with a Welfare Requirements Notice that requires them to:

implement robust recruitment procedures to ensure that all practitioners and any person who is likely to have regular contact with children are suitable and have the appropriate skills

undertake rigorous risk assessments to ensure all risks to children are identified and minimised and review the risk assessment process to make clear what action is taken, when and by whom

ensure the manager has suitable skills to manage staff and to ensure the provision is operated in line with the requirements

maintain an accurate record of all staff on the premises to ensure the safe and efficient management of the setting and ensure all records are available for inspection

ensure all parents are informed of the name of their child's key person and their role

improve staff supervision, monitoring of the quality of provision, the systems and staffs' practice, and take any action to address any areas of weakness to ensure the statutory requirements are met

ensure children's privacy is protected by reviewing nappy changing arrangements for toddlers.

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

- enable all children to make the progress of which they are capable by ensuring that all staff have the appropriate training, skills and knowledge to be able to provide children with good quality learning and development experiences across the seven areas of learning and development
- enable children to develop a good understanding of different families and the world in which they live by providing them with a good and varied range of resources, activities and experiences

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

- implement robust recruitment procedures to ensure that all practitioners and any person who is likely to have regular contact with children are suitable and have the appropriate skills (Compulsory part of the Childcare Register)
- undertake rigorous risk assessments to ensure all risks to children are identified and minimised and review the risk assessment process make it clear what action is taken, when and by whom (Compulsory part of the Childcare Register)
- ensure the complaints record is available for inspection (Compulsory part of the Childcare Register)
- implement robust recruitment procedures to ensure that all practitioners and any person who is likely to have regular contact with children are suitable and have the appropriate skills (Voluntary part of the Childcare Register)
- undertake rigorous risk assessments to ensure all risks to children are identified and minimised and review the risk assessment process make it clear what action is taken, when and by whom (Voluntary part of the Childcare Register)
- ensure the complaints record is available for inspection. (Voluntary part of the Childcare Register)

Inspection activities

- This inspection took place due to the previous inspection in November 2014 judged to be inadequate.
- Her Majesty's Inspector carried out this inspection.
- The inspector conducted a joint observation with the manager.
- The inspector observed activities in the toddler and pre-school play rooms and the outside learning environment.
- The inspector checked evidence of suitability and qualifications of the staff, self-evaluation form, risk assessments and policies and procedures.
- The inspector spoke with the registered person, the area manager, the manager, staff, parents and children at appropriate times throughout the day.
- The inspector looked at children's assessment records and planning documentation and staff records.
- Her Majesty's Inspector carried out a quality assurance visit during this inspection.

Inspector

Joy Law Her Majesty's Inspector

Inspection findings

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

The impact of teaching on children's progress is not good enough. Not all children make the progress of which they are capable because some staff have poor knowledge of how to promote children's learning and development. Observation, assessment and planning are in place but the quality is variable and children's next steps are not always clear or known to staff. Planning does not fully take into account children's differing abilities or the needs of groups of children. The quality and range of resources available to allow children to extend their imagination and initiate their own play is not good enough. Children occasionally become boisterous or bored particularly when playing indoors. Recent improvements in the outdoor play area mean that children have access to a grassed play area and mud kitchen which they enjoy. However, staff do not make the best use of all garden space available to engage children in purposeful and rich learning experiences. Staff choose not to use the area rather than make it safe and suitable to use.

Partnership with parents has improved since the last inspection. Staff obtain information from parents when children first start. Termly parents' evenings take place where children's progress, including the two year progress check, is discussed. Parents are aware that children have learning journals and these are looked at during these meetings. Staff talk to parents about how to support children's learning at home but practice is inconsistent as some parents are not informed. Some parents comment on the playroom being too noisy and too busy to support children's learning well. Inspectors observed this to be the case during the inspection. Parents know that children do a lot of painting and colouring but accurately recognise that staff do not do enough to develop children's literacy and mathematics skills in preparation for school. Arrangements for children moving on to school are not effective. Staff previously shared children's learning journals with schools but this no longer takes place. Staff do not make links with the schools children are moving on to or share what they know about the children.

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

The key person system is not fully effective, partly due to the high turnover of staff. This affects the continuity of care and children's emotional development. Although partnerships with parents are generally good, parents do not always know who their child's key person is. Some parents expressed the view that they would like the setting to do more to prepare their children for school. Children's healthy lifestyles are adequately supported. Children regularly access outdoor play. They are given a varied range of food which meets their dietary needs. Children's developing independence is generally promoted as they are encouraged to serve their own lunch. Staff sit with children and some talk to them about what food is good for them. All children sit and eat well and clearly enjoy their food. Staff miss opportunities to extend children's independence further because they do too much for them. For example, staff set tables and clear away after children. Children are developing some self-care skills as they are supported to wash their hands before eating food. However, they have to share wash hand basins when they wash their hands and staff put soap on children's hands rather than let them try for themselves because there

are not enough basins. Consequently, children are not being as well prepared for school as they could be. Arrangements for changing toddlers' nappies are not good enough to ensure children's privacy is protected. Children generally behave well. Children with additional needs are supported; their needs are met.

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

The leader has failed to ensure statutory requirements are met despite being issued with notices to improve in November 2014. Actions taken to address areas of weakness have not been sufficient to ensure children's progress, safety and well-being. Arrangements for keeping children safe are inadequate and teaching does not meet all children's needs. The setting's self-evaluation is poor and no improvement plan is in place. Monitoring of the provision is ineffective. The leader and managers do not have an accurate understanding of the setting's strengths and areas to improve or of the progress children make.

Safeguarding procedures have not been followed. Procedures for recruitment and induction of staff are inadequate. Recruitment procedures for recently recruited staff, including the manager, are not sufficiently robust to ensure staff are suitable to do the work they are employed for. Recording keeping, in some instances, is poor. Staff do not consistently maintain accurate records of adults on the premises. Some documents, such as the complaints record, were unavailable for inspection. Risk assessments are not effective to ensure children are safe at all times. For example, aerosol cans and nappy sacks are left in reach of young children when having their nappies changed.

The manager does not have the appropriate experience and skills to manage staff effectively and to move the setting forward. Performance management is weak. Arrangements to monitor the performance of staff are not rigorous enough. Informal observations of staff's practice take place, but these are not recorded. Consequently, their progress cannot be monitored effectively and staff cannot be held to account. Staff supervisions take place but not frequently enough and some staff have not had supervision.

Improvements, such as the outdoor play provision and increased engagement with parents have been made, although weaknesses still remain. For example, staff do not make effective use of all outdoor areas for children. They choose not to use one area of the garden because it is unsafe, rather than clear the debris and use the area to support children's learning outdoors more effectively. Not all parents are supported in how to help their children to learn at home. Monitoring of educational programmes and children's progress is poor. Managers do not have an accurate understanding of the progress all children make. They guess that children are making steady progress in their learning. Not enough is done to help children gain an understanding of different people, families and communities. Consequently, children's potential is not maximised.

The staff team have developed a sufficiently secure understanding of child protection as they are suitably trained. They know their role and responsibilities should they have a concern about a child in their care. Where concerns are raised regarding a child's development, staff work in partnership with parents and other agencies, such as the speech and language therapists and the special educational needs coordinator.

Setting details

Unique reference number	EY420742
Local authority	Birmingham
Inspection number	1020898
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	50
Number of children on roll	54
Name of provider	Samira Daycare Limited
Date of previous inspection	4 November 2014
Telephone number	01213592299

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 eight members of childcare staff; all of whom hold appropriate early years qualifications at levels 2 to 5. Children attend for a variety of sessions. There are currently 50 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.

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.

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