

Handsworth Day Care Centre

34 St. Peters Road, Handsworth, BIRMINGHAM, B20 3RR



Inspection date

1 December 2015

Previous inspection date

8 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The provider has failed to notify Ofsted of changes to some of the committee members who are involved in the provision.
- Not all records are available for inspection. This includes information to demonstrate how some committee members' suitability has been checked.
- Assessments for babies and younger children's next steps in learning are not always precise enough, to ensure they consistently build on and extend those aspects of children's learning and development that need most attention.
- The quality of teaching is variable and good teaching strategies have not yet been implemented throughout the nursery.
- Practitioners do not ask parents for a wide enough range of information about children's existing skills and knowledge when they first start.

It has the following strengths

- Children are happy and enjoy their time in the setting, having lots of fun. They settle well and become increasingly confident in exploring the welcoming surroundings.
- Children's behaviour is good. Practitioners are positive role models who help children to learn to share, take turns and respect others.
- Partnerships with parents and other agencies work well to support children's individual care. Parents say that practitioners make time each day to talk to them about their child's care and achievements.

What the setting needs to do to improve further

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

	Due Date
■ ensure records are available for inspection to show how committee members' suitability has been assessed	01/12/2015
■ inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the committee.	01/12/2015

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

- ensure observation and assessment are used more precisely to plan accurate and meaningful next steps for babies and younger children's learning, so that they are provided with challenging experiences to promote their good learning
- improve the system for monitoring the quality of teaching, to ensure practitioners help children to make the best possible progress in their learning
- find out more about children's prior learning and development when they first begin to attend and use this information to establish firmer starting points.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. The inspector looked at a sample of policies, children's learning and development records, and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children, and the suitability checks for committee members.
- The inspector talked to the manager about the nursery's self-evaluation and improvement plans.
- The inspector took account of the views of practitioners, parents and carers spoken to on the day of inspection.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to notify Ofsted of changes in committee members. Furthermore, evidence to show that suitability checks have been completed for existing committee members is not available at the inspection. However, the breach does not have a significant impact on children's learning and development. Members of the committee do not have contact with the children and the manager is responsible for the daily running of the nursery. The arrangements for safeguarding are effective. Practitioners are clear about their responsibility to protect children at all times. Since the last inspection the assessment arrangements and the organisation and range of resources have improved. However, there remains a weakness in planning the next steps for babies and younger children's learning, and practitioners do not gain enough information about children's starting points from parents. The management team has started to monitor the quality of teaching. However, variations in the quality of teaching still exist. Practitioners are well qualified and complete a range of training to update their skills.

Quality of teaching, learning and assessment requires improvement

Most practitioners use appropriate teaching strategies which help children to make steady progress in their learning. Planning takes into account children's interests and information about children's learning at home. This, combined with the good use of the information gained from observations for older children, works effectively to move children forward in the learning. Babies like to explore the space available and investigate a good range of resources. They work out how to push buttons on toys to create a sound. Toddlers use different art materials to make collage pictures and like to listen to stories and sing songs. Older children are keen and active learners. They learn about volume and capacity as they play in water, and begin to recognise letters and the sounds they make during a printing activity. A good focus is placed on promoting children's language skills. Practitioners introduce new words to children during play. For example, they learn how to experiment with food colouring and talk about the patterns they make.

Personal development, behaviour and welfare are good

Children play and learn in a caring environment where their emotional well-being is supported effectively. They have good opportunities to play outdoors which help promote their health and physical development. Children enjoy freshly cooked meals each day and fresh fruit at snack time. Children have fun as they play and learn because of their positive interactions with practitioners who praise their achievements. Children learn good independence skills. Toddlers help themselves to fruit at snack time and are encouraged to put their coats on to go outside. Children learn how to keep themselves safe as they play and the environment is safe and secure.

Outcomes for children require improvement

Children, including those in receipt of funded early education, make steady progress in their learning. Overall, children develop a range of skills to prepare them for their next stage in learning, and their eventual move on to school.

Setting details

Unique reference number	229031
Local authority	Birmingham
Inspection number	1010998
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	31
Number of children on roll	54
Name of provider	Handsworth Day Care Centre Committee
Date of previous inspection	8 December 2014
Telephone number	0121 523 7578

Handsworth Day Care Centre was registered in 1971 and is situated in the Handsworth area of Birmingham. The nursery is run by a management committee and employs 10 members of childcare staff, including the manager. Nine staff hold appropriate early years qualifications at level 2 to 6. The nursery opens from Monday to Friday, all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with English as an additional language, disabled children and those with special educational needs.

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