

# Rasmi Nursery

106 Sampson Road, BIRMINGHAM, B11 1LD



## Inspection date

8 December 2015

Previous inspection date

14 May 2013

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

## Summary of key findings for parents

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

- The manager's overall monitoring of the progress children are making is not precise enough. Consequently, she is not well placed to identify where individuals or groups of children may have gaps in their learning, or to take appropriate action to address this.
- Some staff do not apply consistent strategies to manage children's behaviour effectively. As a result, not all children learn to behave well.
- Staff do not always consider the needs of quieter, less-confident children during group activities. This is because much of their time is spent interacting with more-able or dominant children.
- Staff do not always support children as effectively as possible to learn to identify and use letter sounds.

### It has the following strengths

- Staff develop positive relationships with parents. This enables them to share information about children's care and learning. Parents are happy with the service provided.
- Partnerships with other professionals are well established. As a result, disabled children or those with special educational needs are well supported.
- Staff teach children healthy habits. They provide nutritional snacks and meals and children have daily opportunities for fresh air and physical exercise.

## 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
■ implement effective systems to monitor children's progress; identify and address any gaps in children's learning, and support staff to accurately plan challenging experiences for each child in their care	20/01/2016
■ improve procedures for the behaviour management of the children and ensure consistency across the staff team.	06/01/2016

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

- provide more consistency in teaching children to learn to link sounds to letters of the alphabet
- focus more closely on identifying and supporting quieter and less-outgoing children in group activities.

### Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation, including children's learning records and staff suitability checks.
- The inspector held a meeting with the provider, director and manager.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Since the last inspection, the provider has taken some steps to improve practice. A new manager has been appointed, who has developed specific improvement plans to support the ongoing development of the nursery. However, these changes have not yet succeeded in raising the overall quality of the provision. Most staff are qualified and the manager is supporting them to access further training to enhance their practice. The manager has an overview of teaching practice within the nursery and the progress that children make. However, the monitoring systems in place are not yet good enough to support children to make good progress or to improve the quality of teaching. The nursery works well with other professionals to meet the individual needs of disabled children or those with special educational needs. They work together to discuss children's needs and the best way in which they can work together to support the children. Arrangements for safeguarding are effective. Staff are aware of their role and responsibility to protect the children in their care.

### Quality of teaching, learning and assessment requires improvement

Staff generally provide activities that support all areas of children's learning. They routinely observe and assess children's progress. However, weaknesses in monitoring means that any gaps in learning are not identified or addressed quickly enough. At times staff do support and help young children to learn. For example, they support older children to write their names and younger children to explore paint and make marks. Staff do not always support children effectively to learn letter sounds correctly. For example, during literacy activities, some staff alternate between using letter names and letter sounds. During group activities, staff time is often spent engaging with children who are more outgoing and confident. This means that quieter children are sometimes overlooked and are not supported to be actively involved in learning.

### Personal development, behaviour and welfare require improvement

Children benefit from close relationships with staff because they feel secure and enjoy their time at the nursery. Staff make use of flexible settling-in procedures to allow time for children to become familiar with their key person. Parents make clear that they feel the staff are kind and supportive. Staff provide a range of learning experiences for babies and support their development well. Babies laugh and giggle as they enjoy playing alongside staff. Care for older children is not as effective. Children in the toddler and pre-school rooms do not learn how to behave appropriately. At times, staff use negative language, such as, 'Don't do that', without making their expectations for good behaviour clear. As a result, not all children know how they are supposed to behave and, therefore, do not always play cooperatively.

### Outcomes for children require improvement

Children make steady progress in their learning and development. They acquire some of the key skills they need for future learning and school.

## Setting details

<b>Unique reference number</b>	EY453008
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1028627
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Sareer Ltd
<b>Date of previous inspection</b>	14 May 2013
<b>Telephone number</b>	01217532830

Rasmi Nursery was registered in 2012. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. One member of staff is qualified to degree level. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with disabilities and those with special educational needs.

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