

# Sara Daycare

Sara Daycare, 1 Regent Park Road, BIRMINGHAM, B10 0QP



## Inspection date

21 January 2016

Previous inspection date

23 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 managers do not monitor accurately all aspects of the provision. Some required detail is not included in the accident record and some assessments are not accurate.
- Play and learning are not always well planned. Some activities lack challenge and staff do not have a clear idea of what children are learning from the activities they take part in.
- Staff do not enable all parents to contribute to their children's learning and development by sharing observations and achievements from home.
- Opportunities to prepare children for school are missed.

### It has the following strengths

- Leaders and staff have a sound understanding of safeguarding and child protection. They are clear that any concerns about a child's welfare are promptly referred to the appropriate authority.
- Support for children with special education needs, and those who speak English as an additional language, is good. Children benefit from support from external agencies, and good procedures are in place to ensure children get the help they need promptly.
- Parents speak positively about the nursery and particularly value the nurturing environment. They feel that their children are safe and well cared for.

## What the setting needs to do to improve further

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

	Due Date
■ improve the monitoring of all aspects of the provision, including all areas of a child's development and the recording of accidents	01/03/2016
■ improve the quality of teaching by ensuring that all staff extend activities by making sure that they are challenging enough and that children are sufficiently questioned to extend their learning	01/03/2016
■ improve partnership working with parents so that all staff consistently promote parental involvement in the planning, observation and assessment of their children's learning.	01/03/2016

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

- strengthen partnerships with the schools that children will attend so that information about individual children is shared consistently in preparation for their move to school.

## Inspection activities

- The inspector talked to children in the playrooms, observed children as they walked to the park and observed routines, including snack time and lunch.
- The inspector looked at children's records, planning documents, evidence of staff suitability and a range of documents, including policies and procedures.
- The inspector carried out a joint observation with the provider.
- The inspector spoke to parents and children during the inspection and took their views into account.
- The inspector discussed the improvements made since the last inspection with the manager and registered person.

## Inspector

Susan Crawford Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The leadership and management of this nursery has improved. Risk assessments, recruitment and ongoing suitability procedures are now securely in place to safeguard children. Staff know the correct procedures to follow in the event of any safeguarding concerns. Safeguarding is effective. The leaders are beginning to provide better quality monitoring of some aspects of the provision. Supervision takes place regularly but does not have a sharp focus on improving the quality of the provision and teaching. This hinders staff in developing their knowledge and practice to improve children's care and learning.

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

Overall, staff provide children with sufficient opportunities to access learning experiences that support their development. Staff are enthusiastic about activities and this encourages children and they are keen to join in. However, not all staff effectively question and challenge children. This impacts on how well the children learn. Staff complete assessments of the children's learning and development. They use this information to plan future activities. On occasions assessments are inaccurate and they are not carried out frequently enough to provide fully convincing evidence of progress. Some children are not making as much progress as they could. Staff have good links with the local children centre. However, partnerships with local schools are much less effective. Therefore, information is not routinely shared about the children prior to their move into school.

### Personal development, behaviour and welfare require improvement

Staff act as good role models as they encourage children to share, take turns and be polite. Children are safe and well cared for because staff assess the environment daily and ensure that hazards are removed. Staff manage children's behaviour calmly and consistently when they become agitated or over excited, helping them to resolve conflict and deal with their emotions. Lunch and snack times are social occasions when children gain independence and social skills. They access daily fresh air on frequent walks within the community which promotes children's physical development. Parents contribute to children's starting points on entry, which helps staff to get to know the children. However, parents do not have good opportunities to share information about their children's learning and development at home.

### Outcomes for children require improvement

Children make appropriate progress overall based on their starting points. However, gaps in their progress are not identified and addressed quickly enough to ensure that they all make good progress. Some children learn to manage everyday tasks for themselves. Their confidence grows as they are encouraged and praised by staff.

## Setting details

<b>Unique reference number</b>	EY452748
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1035893
<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 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Isra Daycare Nursery Ltd
<b>Date of previous inspection</b>	23 June 2015
<b>Telephone number</b>	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 39 weeks of the year, from 8am to 6pm. Children attend for a variety of sessions. There are currently 42 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 eight members of staff. Of these, one holds an early years qualification at level 6, four hold level 3 and two staff are qualified to level 2.

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