

Inspection date	8 June 2016
Previous inspection date	18 June 2012

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

Summary of key findings for parents

This provision is good

- The manager closely monitors the progress of individuals and groups of children and uses her findings as part of her assessments of the quality of staff's practice. Swift action is taken to identify and address any staff development needs or where children require additional support to enable them to catch up.
- Partnerships with parents are strong and parents are very complimentary about the staff and the care provided for their children. Detailed information is displayed in various languages, guidance leaflets are regularly shared and staff's welcoming approach helps to ensure continuity and consistency for all children.
- Staff are good role models and help children to respect each other and cooperate during play. Behaviour is good and staff praise children's achievements, helping to enhance their self-esteem.
- The rich cultural diversity in the local community is celebrated well in the nursery. Children enjoy learning about differences and similarities, preparing for special events and delighting in opportunities to talk with staff and friends in their home languages.
- Staff are skilled in supporting children who have special educational needs or disability. They are clear about when to contact external agencies to seek advice and support and work closely together to carefully plan for children's further progression.

It is not yet outstanding because:

- Some younger or quieter children do not have enough opportunities to think about and respond to questions or extend their own ideas.
- Opportunities for staff to extend their knowledge and skills have not been explored enough to help them raise the quality of the provision and outcomes for children even further.

What the setting needs to do to improve further

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

- make the most of opportunities to help all children to think through and test out their own ideas and respond to questions at their own pace
- build on staff's professional development opportunities and increase the potential to deliver the highest-quality provision and outstanding outcomes for children

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Lucy Showell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the child protection procedures and how to report any concerns they may have about a child. Robust recruitment procedures and checks are carried out to help ensure the suitability of those working with children. The nursery manager leads a well qualified, enthusiastic and motivated staff team. They value quality audits conducted by other professionals and keenly take into account the views of staff, parents and children. Detailed development plans that include clear targets, are addressed promptly and lead to continual improvements to the provision for children. The manager is making good use of additional funding to meet individual children's needs well and to help them make consistently good progress. The new sensory room is proving to be very beneficial, particularly for children with visual and speech impairments and those whose behaviour and social skills are more challenging.

Quality of teaching, learning and assessment is good

Staff know children's skills and capabilities well. They accurately assess learning and use the information precisely to plan activities which follow children's interests and match their development needs. Staff use a range of initiatives to include parents in their children's learning. For example, they have regular discussions about how children are getting on and what they have enjoyed at nursery, and children take activities home to complete with their parents. Teaching is good and staff plan and provide fun experiences which children thoroughly enjoy. Several focused activities are organised for small groups of children of similar ages and abilities and these offer good levels of challenge. Children are engaged in interesting opportunities to explore in the indoor and outdoor areas throughout the day.

Personal development, behaviour and welfare are good

There is a very relaxed, homely and welcoming atmosphere throughout the nursery. Children settle easily and form close relationships with their key persons and other staff who look after them. They gain self-confidence as they play and explore with familiar adults close by, helping them to feel safe, emotionally secure and able to interact with visitors. Children are familiar with the nursery routines and wait patiently in line as staff check the safety of the outdoor space before they go outside. They enjoy fresh air and exercise in the recently extended outdoor area. They run, balance and ride bikes and scooters and take measured risks as they carefully use the climbing frame.

Outcomes for children are good

All children make good, or better, progress given their starting points and any gaps in their learning are quickly closing. Older children show good levels of independence as they carry out simple tasks. Children confidently operate simple technology as they follow instructions and complete games on the computer. They use their imaginations well as they bake 'cakes' with the play dough, serve 'drinks' in the water play and pretend to be firefighters and police as they dress up in costumes. Children develop key skills they need in readiness for their future learning and leave nursery well prepared for school.

Setting details

Unique reference number	EY440038
Local authority	Birmingham
Inspection number	854047
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	2 - 8
Total number of places	40
Number of children on roll	52
Name of registered person	Sami Care First Ltd
Registered person unique reference number	RP531272
Date of previous inspection	18 June 2012
Telephone number	07943 497067

Sami Care was registered in 2012. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and Eid. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. They support children who have special educational needs or disability and children who speak English as an additional language.

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