

# San's Day Nursery Ltd

26 Hall Street, BIRMINGHAM, B18 6BS



## Inspection date

5 September 2016

Previous inspection date

25 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Staff do not rigorously adhere to the setting's medication procedures. Information about some medication, including the name and when treatment should be given, is not always obtained from parents before it is administered to children.
- Children do not make consistently good rates of progress overall in their learning. Staff do not complete observations regularly enough, in order to precisely assess children's progress and identify quickly any gaps in their learning.
- Key persons do not always have a good enough understanding of their children's individual needs, so that they can plan very precisely for their future learning.
- The quality of teaching is variable. Performance management arrangements do not focus enough on developing staff teaching skills.
- The manager and provider's overview of the quality of the provision is not good enough. Self-evaluation and monitoring processes do not ensure that weaknesses in practice are identified and swiftly addressed.

### It has the following strengths

- Children are generally settled, happy and enjoy their time at the nursery. They build positive relationships with the staff and are developing friendships with each other.
- Staff are kind and caring, and value and respect all children. Staff interact well with children when they join in with their play. Children's behaviour is good because there are clear expectations and boundaries in place.
- Staff build good relationships with parents. They gain information from them when children first start and generally keep them informed of their children's progress. Parents are positive about the nursery and talk about how happy their children are.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that the procedure with regard to the administration of medication is improved, so that the required information about all medication is always obtained from parents and carers	09/09/2016
■ ensure staff regularly observe, assess and monitor children's progress so that any gaps in learning are quickly identified and addressed	30/09/2016
■ ensure key persons have a good understanding of children's individual needs and plan tailor-made activities that continually challenge children in their learning	30/09/2016
■ improve the programme of professional development, offering guidance and targeted training to raise the quality and consistency of teaching and improve outcomes for children.	31/10/2016

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

- improve self-evaluation to ensure that all weaknesses in practice are clearly identified and addressed to improve outcomes for children.

## Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

## Inspector

Emma Daly

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has not identified some weaknesses in practice that impact on children's experiences at the setting. Children's overall welfare and learning are not promoted to the highest level. Monitoring is not effective in ensuring that gaps in children's learning are swiftly identified and addressed. This means children are not supported to make consistently good progress in their learning. Staff receive some training and supervision meetings with managers. This helps them to keep up to date with safeguarding guidance and to generally discuss their practice. However, the manager does not identify where staff will benefit from further training, support and coaching. Consequently, some teaching is weak and appropriate strategies are not in place to target this. The arrangements for safeguarding are effective. Staff have a sound understanding of their responsibilities to protect children from harm. Ratios are maintained, recruitment processes are effective and staff's suitability is checked.

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

Staff are well qualified. However, children do not always benefit from quality learning experiences that are challenging and focused on their individual learning needs. Staff do not have a good enough overview of children's capabilities. They do not complete regular observations to consistently identify their next steps for learning. Furthermore children's progress is not always tracked to identify the progress they are making. Pre-school children and toddlers generally engage in a varied range of activities. They enjoy developing their imagination as they play in the role play area, draw pictures and play in the sand and water. Staff at times facilitate their learning through questioning and allowing them time to respond. However, on many occasions opportunities are missed to ignite and challenge their thinking further. Some staff supervise activities but do not always actively get involved to extend and consolidate the learning taking place.

### **Personal development, behaviour and welfare require improvement**

Children's good health is not promoted to the highest level because the required information about some medication that is held on site is not sought from parents. All children are assigned a key person and parents and carers are informed as to who that person is. However, key persons do not always have an in-depth knowledge of children's individual needs to support them fully in their learning. Babies and children's physical and emotional well-being are generally promoted. They have opportunities to develop their physical skills as they move around inside using a range of tools and equipment and ride the bikes in the outdoor area.

### **Outcomes for children require improvement**

Children do not always make as much progress as possible because the quality of teaching is inconsistent. Children are generally gaining some of the basic skills that will help them to prepare for the next stage in their learning and their move on to school. Older children are developing their independence and learning to manage their own care needs. They are able to self-select from a range of resources and lead their own play. Younger children are developing their listening skills and show an interest in stories and rhymes.

## Setting details

<b>Unique reference number</b>	EY439307
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1072036
<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
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	72
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	San's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP531234
<b>Date of previous inspection</b>	25 July 2014
<b>Telephone number</b>	0121 439 1614 or 07450269762

San's Day Nursery Ltd was registered in 2012 and is privately managed. The nursery employs 21 members of childcare staff. Of these, 14 staff hold appropriate early years qualifications at level 3, two members of staff are qualified to level 6, one member of staff is qualified to level 4, and one member of staff holds qualified teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disability.

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