

Rasmi Nursery

106 Sampson Road, BIRMINGHAM, B11 1LD



Inspection date

22 September 2016

Previous inspection date

8 December 2015

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

- Leaders and managers have made a number of improvements since the last inspection. They effectively monitor children's progress to identify any gaps in their learning and development. Any additional support children may need is swiftly provided.
- Less confident and quieter children are supported well. They enthusiastically take part in small-group activities in the newly created sensory room. Effective and consistent strategies to promote positive behaviour are in place. As a result, children behave well.
- Key persons are attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being and they demonstrate high levels of confidence and self-esteem.
- Partnerships with parents are good. Staff establish strong relationships with parents from the start. They share daily information with them about children's care, well-being and achievements.
- Strong partnerships with other professionals ensure that all children receive continuity in their care and prompt support, when needed.

It is not yet outstanding because:

- Staff do not always plan precisely enough for children's next steps in learning.
- Staff do not ask the parents of new starters for enough information about what their child can already do at home. This means they are not able to develop their initial assessments precisely enough to help them accurately monitor children's progression from the outset.

What the setting needs to do to improve further

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

- plan even more precisely for children's learning to make sure their identified next steps are achievable and more specific, so that they make the best possible progress
- establish even firmer starting points for children's learning by seeking precise, detailed information from parents about their child's prior learning and development when they first begin to attend.

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 discussed the nursery's self-evaluation, looked at children's learning records, the planning documentation and a range of other documents.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with the deputy manager and registered person of the provision.

Inspector

Tina Smith

Inspection findings

Effectiveness of the leadership and management is good

The management team have sought help from the local authority to help improve the provision. They have successfully addressed the issues raised at the last inspection. Effective systems are in place to monitor the service they provide. This helps them to prioritise improvements and constantly improve outcomes for children. The arrangements for safeguarding are effective. Staff fully understand their responsibilities to respond to any concerns about a child's welfare. They are alert to the signs that may indicate that a child is at risk of abuse. There are robust vetting systems in place to ensure staff are suitable to work with children. The quality of teaching is monitored. Regular supervision meetings enable the manager to discuss how they can enhance experiences offered to children and to identify any staff training needs. This has a positive impact on children's learning.

Quality of teaching, learning and assessment is good

Well-qualified staff know children well. Children are offered a wide range of resources, which quickly captures their curiosity and helps them develop a positive attitude towards learning. For example, children use their imagination and creative skills successfully. They manipulate dough and make patterns while painting. Younger children enjoy experimenting with water, filling and emptying different sized containers. Resources and activities reflect and value the diversity of children's backgrounds and experiences. Children learn about similarities and difference and talk about communities and traditions. Staff support children's early reading skills and develop an awareness of words and their meaning as they encourage them to look at books and enjoy stories. Children who have special educational needs or disability and those who speak English as an additional language are supported well. Home languages are respected and used to provide continuity in learning.

Personal development, behaviour and welfare are good

The nursery is warm and welcoming. Children are happy and settled. Good settling-in procedures ensure children are ready for the move from home to nursery. Staff teach children about the importance of a healthy lifestyle and good hygiene. For example, they explain why it is important to wash hands after using the bathroom. Children have lots of opportunities to be physically active and spend time outdoors in the nursery garden. Children enjoy healthy snacks and well balanced meals, which are prepared by the on-site cook. Staff support children's independence. They are able to choose what they would like to eat and serve themselves. Children are well supervised and have a growing understanding of how to keep themselves safe. For example, children use knives to cut fruit for a snack.

Outcomes for children are good

All children are working comfortably within the typical range of development for their age. They are confident, keen and enthusiastic learners who enjoy exploring the wide range of activities available to them. Early literacy skills are emerging as children practise writing

their name. They have regular opportunities to compare, sort and match. Children gain a range of key skills to prepare them for the next stage of their education.

Setting details

Unique reference number	EY453008
Local authority	Birmingham
Inspection number	1034589
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	65
Number of children on roll	68
Name of registered person	Sareer Ltd
Registered person unique reference number	RP531945
Date of previous inspection	8 December 2015
Telephone number	01217532830

Rasmi Nursery was registered in 2012. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications to at least 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 who have special educational needs or disability and those who speak English as an additional language.

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