

# Handsworth Day Care Centre

34 St. Peters Road, Handsworth, BIRMINGHAM, B20 3RR



## Inspection date

5 October 2016

## Previous inspection date

1 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

- Staff understand how to support children in their development. A stimulating environment, both indoors and outside, engages children in their chosen play.
- Children are happy, confident and settled at the nursery. Children build good bonds with staff who are kind, caring and respond well to their individual needs. This helps to promote children's emotional well-being.
- Partnerships with parents, local early years settings and other professionals are strong. Good communication and information sharing help to support all children, including children who have special educational needs or disability and those who speak English as an additional language.
- The staff and managers are passionate about providing good quality care and learning experiences. They have worked hard to meet the actions and recommendations raised at the previous inspection. They work closely with other professionals to help them to identify areas that can be further enhanced.

### It is not yet outstanding because:

- Staff regularly assess the progress of individual children. However, leaders and managers have not yet implemented a highly effective system to monitor and review the progress of different groups.
- The current arrangement for staff's professional development is not sufficiently focused on raising the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- make better use of the information from assessments to more accurately check on the progress made by different groups of children
- build on the current arrangements for professional development to provide more opportunities for staff to raise the quality of teaching to the highest possible level.

### 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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. 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 a small selection of parents during the inspection and took account of their views.

### Inspector

Amanda Tompkin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff receive regular child protection training and policies and procedures continue to be reviewed so that they contain the most up-to-date information. This helps to ensure that staff have the correct information, should they need to refer concerns about a child's welfare. Robust recruitment and vetting procedures are followed and all staff and committee members are checked for their suitability. Regular supervision meetings are held with staff to provide support and coaching, in order for them to make any necessary changes to practice.

### Quality of teaching, learning and assessment is good

Staff now gather information from parents about what children can already do when they first start. They build on this information with their own observations to help them plan interesting and exciting activities that support children in their learning. As a result, children are making good progress in their development and are well prepared for their move on to school. All staff are qualified and this has a positive impact on the outcomes for children. Children's communication and language skills are developing well. Staff skilfully engage with children. They encourage them to talk about what they are doing and repeat sounds and words as they play, to extend their vocabulary. Children's physical skills are promoted well. Children have regular opportunities to access the outdoor area where they can climb, balance and negotiate space. Indoors, staff support younger children well. For example, they offer babies praise and encouragement as they use the push-along toys to help them practise their newly acquired walking skills.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff are good role models and offer children gentle reminders about sharing and turn taking. Children are learning the importance of keeping themselves safe. For example, they understand the wet floor sign means that they have to wait until it is dry before walking on it. Children's independence is encouraged. Young children are taught the importance of washing their hands before eating and staff plan activities to help them practise new skills, such as putting on their own coat before going outside. Children benefit from eating a variety of freshly prepared meals and snacks which adheres to individual dietary requirements. Staff manage the settling-in stage well. Children and parents are invited to visit the nursery and gradually build upon their attendance. Home visits have also recently been introduced. As a result, children feel safe and secure and this is demonstrated as they arrive and happily separate from their parents.

### Outcomes for children are good

Children are motivated learners who readily join in with the activities on offer. Older children move confidently between indoors and outside. They are able to make independent choices in their play throughout the day. Toddlers begin to focus their concentration skills for longer periods of time as they enjoy joining in with action songs and rhymes. Babies demonstrate they have good bonds with staff as they stay close to them when visitors are present.

## Setting details

<b>Unique reference number</b>	229031
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1034124
<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>	31
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Handsworth Day Care Centre Committee
<b>Registered person unique reference number</b>	RP523077
<b>Date of previous inspection</b>	1 December 2015
<b>Telephone number</b>	0121 523 7578 or 0121 515 3662

Handsworth Day Care Centre was registered in 1971. The nursery employs 16 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including one at level 4 and two at level 6. The nursery opens from Monday to Friday, all year round, closing on bank holidays. Sessions are from 7.30am until 6pm. 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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