

# Anka Day Nursery

23 Lozells Road, BIRMINGHAM, B19 2TL



## Inspection date

19 December 2016

Previous inspection date

9 July 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Managers do not provide effective leadership to ensure staff have a thorough understanding about how to fulfil their roles. Performance management does not include clear guidance for staff to raise the quality of teaching and to achieve good outcomes for children.
- The quality of teaching is mediocre. Staff do not provide rewarding learning experiences for children. They do not have a good understanding of those areas of learning that form the foundation for the development of young children to ensure they develop the essential skills for their future.
- Staff do not assess children's achievements correctly to ensure they make good progress in their learning and development. The progress check for children aged between two and three years is not implemented rigorously for all children to ensure gaps in learning close rapidly.
- Managers have not ensured that the potential hazards relating to overhead storage are addressed effectively to maintain children's safety.

### It has the following strengths

- Children's independence is promoted well. They have opportunities to select resources for play and to make choices at mealtimes.
- Parents are pleased with the good communication and daily feedback about children's experiences. They comment positively on the support they receive from staff who they say are friendly.

## What the setting needs to do to improve further

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

	Due Date
■ strengthen performance management and ensure staff receive effective guidance and support to raise the quality of teaching to help children achieve good outcomes	27/01/2017
■ ensure staff working with the youngest children develop good knowledge and understanding of the areas of learning that are most important to provide a strong foundation for children's future learning	28/02/2017
■ plan and provide stimulating, rewarding experiences to help children develop and provide good levels of challenge to support children's good progress in all areas of learning	28/02/2017
■ make accurate assessments of children's development, including the progress check for children aged between two and three years, to ensure the further learning is planned for effectively and gaps are narrowed successfully	28/02/2017
■ review the arrangements for overhead storage and minimise potential hazards in the environment to ensure all aspects of the nursery are safe for the care of children.	03/01/2017

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager.
- The inspector looked at relevant documentation, such as the nursery's procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Leaders and managers do not demonstrate a good enough understanding of the requirements. The monitoring of staff's teaching is not robust and managers have not ensured that staff make consistently accurate assessments of children's development. Children do not receive effective support to make good progress in their learning. The recommendations from the last inspection have been addressed to allow more time for children's own play. However, self-evaluation does not identify significant weaknesses and the impact that these have for children. Staff maintain a two-way flow of information on a daily basis with parents about children's learning and care. Parents have opportunities to attend workshops, for example on healthy lifestyles. They value the knowledge they obtain. This enables them to take positive steps to promote their children's good health. The arrangements for safeguarding are ineffective. Children's safety is compromised due to lots of overhead storage. Although managers have carried out risk assessments they have not identified how they might reduce all potential hazards in the environment. Managers keep up to date through regular electronic messages from the local authority. They share these with staff so that they have a clear understanding of their responsibilities to protect children.

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

The quality of teaching is mundane. Staff do not provide stimulating activities to captivate children or to promote their learning to a good level. Staff do not have a good knowledge of the areas of learning that are most important for the youngest children. They do not enable children to develop well in these areas that form a strong foundation for their future. Staff do not use information from observations to plan effectively so that children's individual needs are met well at all times. They do not understand how to assess children's development accurately and plan the next steps in learning competently. The progress check for children aged between two and three years is not completed for some children. This means that staff cannot identify any gaps in learning or provide tailored learning to address these successfully. However, staff interact well with all children. Babies babble in response to key persons, who encourage their speaking. Staff encourage older children to name colours and to recognise shapes. Children have opportunities to share information about their home and staff give praise for effort.

### Personal development, behaviour and welfare are inadequate

Children's personal development is not fully promoted due to the lack of good quality teaching and learning. Children are not supported well enough to achieve their potential in all areas of learning. However, children are happy in the nursery. Overall, their good behaviour is promoted appropriately. Children follow instructions and adhere to routines. For example, they wash their hands before sitting at the table for lunch. Children receive clear messages about healthy eating and benefit from daily outside play in the fresh air. Children interact confidently with staff at all times.

### **Outcomes for children are inadequate**

Children do not make sufficient progress from their starting points. They do not develop the skills needed to become independent learners and this does not support them in their future learning. However, they have access to books and play with programmable toys. Children develop some skills in early numeracy and literacy. They are learning to take responsibility for their personal needs.

## Setting details

<b>Unique reference number</b>	229014
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1063791
<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>	32
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Anka Day Nursery Committee
<b>Registered person unique reference number</b>	RP523003
<b>Date of previous inspection</b>	9 July 2013
<b>Telephone number</b>	0121 515 2538

Anka Day Nursery was registered in 1985. The nursery employs eight members of childcare staff. All hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens on Monday to Friday, for 51 weeks of the year. Sessions are from 8am to 6pm on Monday to Thursday, and from 8am to 5pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children. It offers care for children who have special educational needs and disabilities. The nursery also offers care for children who speak English as an additional language. It has close links with local children's centres.

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