

# Sara Daycare

Sara Daycare, 1 Regent Park Road, BIRMINGHAM, B10 0QP



<b>Inspection date</b>	16 January 2017
Previous inspection date	21 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 a strong vision for the nursery. Significant, concerted and continuous improvements are having a positive impact on the outcomes for children. Actions raised at the last inspection have been successfully addressed.
- Children's behaviour is good. Staff act as appropriate role models and help children to understand clear expectations and boundaries. Children are encouraged to share and take turns. They are learning to be respectful and to consider the needs of others.
- Children benefit from plenty of exercise and outdoor experiences and enjoy nutritious food. Colourful and informative displays show different fruits and vegetables and the sugar content in familiar food and drinks. Staff use these as one of the ways to help children and parents learn about healthy choices.
- The key-person system is effective. Staff build good relationships with children and support their emotional well-being. They gather detailed information from parents when children first start. They gain a good understanding of children's interests and capabilities.

### It is not yet outstanding because:

- Staff do not use the information gained from assessments of children's learning well enough to plan highly challenging experiences to help the most able children to make rapid progress.
- Although gaps in children's learning are identified swiftly and early help is sought, partnerships with other professionals and the level of support gained are not sufficient to help children catch up with their peers as quickly as possible.
- Performance management does not focus precisely enough on raising the quality of teaching to the highest possible 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 assessments of children's learning to plan even more precisely for the most able children and assist them to reach the highest possible level of attainment
- strengthen partnerships with other professionals to ensure well-targeted interventions are secured, in order to narrow the gap in children's learning more rapidly
- enrich opportunities for staff's professional development that focus on helping them develop an expert knowledge of teaching and learning.

### Inspection activities

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

### Inspector

Lucy Showell and Emma Daly

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and the manager have taken on board advice and guidance from other agencies and are continuing to raise the quality of the provision. Their self-evaluation is accurate in identifying strengths and areas to improve further. The provider has used additional funding well. For example, they are taking part in quality audits and national projects and some staff have had coaching to help raise children's attainment in mathematics and literacy. The arrangements for safeguarding are effective. Staff have a thorough understanding of their responsibilities to protect children from harm. Policies and procedures are robust and implemented effectively. The manager attends local network meetings to keep up to date with guidelines and legislation. She shares this information with staff to ensure their knowledge is current. Staff regularly discuss children's progress with parents, talk about experiences in nursery and provide ideas to support their learning at home. Staff also invite parents to various workshops and inform them of different activities at the local children's centre and in the community.

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

Staff observe children and identify their next steps for learning. They interact well with the children, knowing when to join in with their play and building on the learning taking place. Staff focus sharply on supporting children's communication and language skills. For example, staff take their time to use key words and phrases in English and children's home languages, asking questions to help them think. Children use a varied range of resources to explore the sand and use their manipulative skills to scoop, tip and pour the water. Staff follow children's interest in familiar stories. For example, they help children to make 'gingerbread men' with scented and coloured dough. Children use their imaginations as they pretend to cook them in the role play kitchen.

### Personal development, behaviour and welfare are good

Children's safety and welfare are fostered well. Staff check the indoor and outdoor environments to identify and minimise any hazards. They remind children to hold hands and carefully cross the road when it is safe to do so. Staff support children's independence well. They sensitively help children to grasp toilet training, learn how to brush their teeth, wipe their noses and wash their hands. Staff provide further opportunities to promote children's health. For example, they adapt the rooms to make space for children to be active and enjoy music and movement sessions.

### Outcomes for children are good

All children make good progress in their learning and are well prepared for school. Children are motivated and eager to achieve. They grow in confidence and enjoy doing things for themselves as well as taking part in activities, such as singing with staff's support. Younger children like using puppets and props to join in with story time. Older children have opportunities to develop their early writing skills as they make marks with a range of writing tools. All children enjoy counting and talking about shapes, sizes and quantities. Furthermore, they learn to measure ingredients and follow instructions during regular cooking experiences.

## Setting details

<b>Unique reference number</b>	EY452748
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1037496
<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>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Isra Daycare Nursery Ltd
<b>Registered person unique reference number</b>	RP531927
<b>Date of previous inspection</b>	21 January 2016
<b>Telephone number</b>	0121 771 0405

Sara Daycare was registered in 2012. The nursery employs nine members of childcare staff. Of these, one holds an early years qualification at level 6, one at level 5 and six at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. 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 those who have special educational needs or disabilities.

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