

Inspection of Sammy Snail Day Care

286 Kitts Green Road, Birmingham B33 9SB

Inspection date: 30 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure to introduce themselves to the inspector and engage them in their imaginative play. They thrive in social situations. For instance, children enthusiastically search for 'bad guys' as they travel across the garden in a ride-along car. They share their location using an invisible two-way radio that they pretend to talk through.

Children's interests and views positively contribute to how the setting is organised. Consequently, children behave well. For instance, they politely request the den to be put up outdoors, and they use the space to enjoy a story. Staff have high expectations for children's communication and language development. As a result, they promote a language-rich environment, such as photos displayed around the room and in books to promote children's conversations.

Children's mealtimes are a recipe for happiness as children of all ages come together to build positive relationships. For instance, conversations with staff encourage children to try new healthy foods, such as lettuce. Children demonstrate high levels of capability in their self-help skills. They confidently collect their own cutlery and plates and use tongs to serve the salad. This independence and staff's support contribute to children's positive relationships with food.

What does the early years setting do well and what does it need to do better?

- Staff benefit from various opportunities to train. Their skills are utilised effectively to strengthen the curriculum intent. For example, when staff demonstrate a passion for yoga and fitness, the manager appoints them as the designated person to promote children's good health and well-being. However, there is scope to improve staff deployment, particularly when children free flow between the indoor and outdoor environments. Consequently, children do not always receive consistently high-quality interactions from staff.
- Since the last inspection, the manager has put some strategies in place to promote children's focus and engagement, such as 'Lola the leopard' who helps children to listen. However, on some occasions, staff do not fully extend children's learning to help them to maintain their engagement for longer. This does not help children to achieve their highest potential.
- The curriculum is designed to complement what children already know or have experienced. For instance, staff invite visitors into the setting, such as a police officer to provide children with a positive experience of policing. Staff identify that children who live in flats may not have access to the outdoors, therefore they plan for daily experiences in the garden and the wider community. This supports children to become well-rounded individuals.
- Staff have embarked on an ambitious programme to improve children's health

and physical development. For example, they send activities home to encourage children to be active during the holidays. Parents comment positively on the impact the programme has had on their family. They explain how their children understand more about portion sizes and how yoga techniques have helped to regulate children's behaviour at home. This helps to build the foundations for a healthy future.

- Parents and carers recognise that parent partnership is of high priority to staff. They describe the setting as 'family orientated'. Parents comment on the excellent communication, which has highly supported those children who have been faced with significant changes in their life.
- Staff have high expectations for all children, including children with special educational needs and/or disabilities. They plan interventions, such as regular meetings with parents to encourage a joint approach towards children's learning. The parents of children who speak English as an additional language support staff to use 'speech and language screening tools'. This helps staff to plan effective next steps for children's language progression.
- Staff encourage children's school readiness by instilling confidence. For example, they encourage children to talk about their recent visits to school. Children practise their 'good sitting' as staff call out their names to register their attendance. This prepares children for life in school.
- Children develop a secure understanding of mathematical concepts through play. For example, children show curiosity as they 'pop' the peas from pea pods and they quickly count the number of peas inside. Staff promote children's mathematical language. They introduce words such as 'heavy' and 'light' as children add rice to a set of weighing scales.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate the essential knowledge to safeguard children. For instance, they are aware of the key indicators of abuse, including online dangers. Staff know to reference the setting's policy to report concerns about a child's welfare, including an allegation against a colleague. Risk assessments are in place to minimise potential hazards to children. For example, when the manager plans for children to take part in litter-picking activities in the community, she evaluates the risk to ensure the opportunity can be delivered safely. There are procedures to ensure that staff are deemed suitable to work with children. For example, staff must sign daily to declare that there have been no changes to their suitability.

What does the setting need to do to improve?

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

- revise the deployment of staff to provide all children with consistently high-quality interactions during opportunities to free flow between the indoor and outdoor environments
- support staff to evaluate children's learning experiences to help children to maintain their engagement for longer.

Setting details

Unique reference number	EY470420
Local authority	Birmingham
Inspection number	10295504
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Sammy Snail Ltd
Registered person unique reference number	RP909281
Telephone number	0121 7269823
Date of previous inspection	18 December 2017

Information about this early years setting

Sammy Snail Day Care registered in 2013 and opens Monday to Friday, all year round. It is situated in Birmingham. Sessions are from 8am until 6pm. There are six members of staff. Of these, three hold an appropriate early years qualification at level 3 and two hold a qualification at level 6. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector.
- Relevant documentation was reviewed by the inspector, including safeguarding policies and evidence of the suitability of those working with children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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