

Sammy Snail Day Care

227 Heath Way, Birmingham B34 6QU



Inspection date	19 November 2018
Previous inspection date	3 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager is committed to providing a high-quality learning environment. Parents, children and staff are all involved in the evaluation of the nursery. The management team has made changes as a result of parents sharing their views. For example, the staff provide more opportunities for parents to come into the nursery to join in activities with their children.
- Staff review the environment regularly to ensure it is safe for children. The manager deploys staff effectively to ensure that children are supervised well at all times and their individual needs are met.
- The quality of teaching is good. Staff are well qualified and knowledgeable about children's development. They complete regular observations and assessments of children's learning and have regular discussions with parents regarding children's next steps in learning. All children make consistently good progress from their individual starting points.
- The manager provides swift intervention when children are not making expected progress. This includes one-to-one support and working with other professionals, such as speech and language therapists. Children who speak English as an additional language catch up quickly and gain the skills they need to communicate effectively.
- Parents recommend the nursery highly. They say the staff help to improve children's confidence, speech development and social skills.

It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are not fully developed.
- Group activities are not consistently managed effectively enough to fully engage younger children and extend their learning.

What the setting needs to do to improve further

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

- use the information gained from tracking children's progress to determine whether there are any differences in the progress of different groups of children
- review group activities so that all children, particularly younger children, can fully participate.

Inspection activities

- The inspector observed different activities indoors and outdoors and assessed the impact these had on children's learning. The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the manager and deputy manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments, accident records and attendance records. She discussed the nursery's self-evaluation with the manager.
- The inspector checked evidence of staff suitability and qualifications.

Inspector

Karen Laycock

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff have a good knowledge of how to identify the possible signs and symptoms of abuse and neglect. The manager has robust recruitment procedures in place to help ensure the suitability of adults working with children. The manager regularly observes staff practice and meets with them to discuss their professional development and personal effectiveness. This has a positive impact on the progress children make and helps to contribute to their continuous improvement. Parents state that staff are caring, friendly and welcoming. They say that their children are very happy and make good progress in their learning and development.

Quality of teaching, learning and assessment is good

Overall, staff use their teaching skills well to help children to make good progress. Staff interact well with children in their make-believe play. They use these times to consolidate children's prior learning. For example, they introduce number recognition as children make pretend cakes in the kitchen role-play area. Staff support children's language skills well, including those who speak English as an additional language. They listen to children with genuine interest and ask questions that encourage children to use their thinking skills. Staff promote children's small-muscle control as they encourage them to squeeze and mould dough. Staff have developed strong partnerships with other professionals, such as health visitors, to promote a collaborative approach in assessing and supporting children's development. Children use chalks to make marks, and communicate to staff and each other what they are drawing.

Personal development, behaviour and welfare are good

Children are greeted warmly and enthusiastically by the friendly staff. They arrive happy and eager to spend time with their friends. New children settle extremely well and quickly develop strong attachments with the staff. Staff use effective behaviour management strategies to promote positive behaviour. For example, they help children to develop negotiation skills when sharing toys and children learn that some actions are not acceptable. Children show maturity and confidence in being assertive in appropriate situations. For example, while waiting for their turn to serve their own lunch children say, 'It's my turn' when someone tries to take their place. Staff offer plenty of praise and encouragement, which helps to boost children's confidence and fosters a 'have-a-go' attitude. Children have opportunities to play in the garden daily. They enjoy nutritious meals and follow good hygiene practices, such as hand washing. This helps to promote children's understanding of healthy lifestyles.

Outcomes for children are good

All children make good progress from their different starting points. They develop the necessary skills and attitudes that help to prepare them for their future learning, including their move on to school. Children are independent. For example, they get their own coats from their pegs if they wish to play outside. Children begin to recognise their name and learn letter sounds as they practise forming letters. Children gain independence. For example, they serve their own food and drinks at mealtimes.

Setting details

Unique reference number	EY470417
Local authority	Birmingham
Inspection number	10070037
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	15
Number of children on roll	18
Name of registered person	Sammy Snail Ltd
Registered person unique reference number	RP909281
Date of previous inspection	3 February 2015
Telephone number	07508210996

Sammy Snail Day Care registered in 2013. The nursery employs three members of childcare staff. All hold appropriate early years qualifications at levels 3. The nursery opens from Monday to Friday, term time only. Sessions are from 9.30am to 2.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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