

Inspection of Sammy Snail Day Care

227 Heath Way, Birmingham B34 6QU

Inspection date: 22 October 2024

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

Staff welcome and greet both children and parents at the gate, taking time to share important information. As a result, children arrive happy and settle quickly in the nursery, where they feel safe and secure. The staff are kind and attentive, forming strong bonds with the children and providing reassurance. This nurturing environment greatly supports the emotional well-being of the children.

Children benefit from the nursery's ambitious curriculum, which mainly focuses on supporting children's communication and language and physical development and on promoting children's independence and emotional development. The nursery's curriculum is sequenced well and based on children's interests. For example, many of the children are interested in dinosaurs. Staff skilfully intertwine all areas of learning through this theme, which helps children build on existing learning and gain a wide range of knowledge and skills they will require for their future learning.

Staff role model good behaviour and have high expectations for all children to be kind and respect one another. They encourage and support children to listen, express their views and communicate their ideas, which contributes to how the nursery is set up and run. Staff and children have created simple rules together to help children understand what is expected and how to behave. As a result, children behave well and are eager to learn.

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

- Leaders work closely with staff to implement a curriculum that reflects all children's individual needs and interests. They gather information about the children and use this to plan exciting learning experiences. However, staff have not considered gathering further information about children's starting points to plan activities that support their learning right from the start.
- Children develop a love of books. Books are a vital part of the curriculum and are incorporated across the learning environment. Children enjoy independently accessing a broad range of books linked to their interests and various areas of learning. For example, children enjoy looking at books as they compare and identify different dinosaurs while playing with them. They also enjoy referring to recipe books while playing in the home corner and pretending to make food from play dough. This helps children develop their early literacy skills.
- Staff prioritise communication and language development in their curriculum. They create a language-rich environment for all children and follow their lead in play. They model good language and teach children new words. However, occasionally, the pace at which staff ask questions and give information during play and activities is too fast for some children to consider, develop and express their thoughts and ideas.

- Parents report that their children enjoy attending the nursery. They speak highly of the staff and comment on how supportive and caring the team is.
- Leaders understand their role in supporting children with special educational needs and/or disabilities. Ongoing assessment helps to identify any gaps in children's learning and development. Staff act swiftly when there are concerns and speak to parents. Leaders have close links with external agencies and work with them to get children the specialist support they need to help them make the best possible progress.
- Mealtimes are special. Children are happy and enjoy dining together while engaging in rich conversations about their day and the healthy food they eat. Staff skilfully facilitate these conversations and encourage children to try new healthy foods that they may not have eaten before. Children demonstrate high levels of capability as they use tongs to dish their food up, drink out of porcelain mugs and eat their food using knives and forks.
- The nursery celebrates the diverse community it serves. Staff and children learn about one another and enjoy learning new words from different languages. Children also enjoy learning about various festivals throughout the year and learn about a wide range of families outside of their own experiences.
- Children delight in spending lots of time playing outside. They play outside in all weathers, get lots of fresh air daily and confidently move around the garden in various ways, running, jumping and hopping. Staff teach children how to use hammers safely, and children enjoy skilfully hammering sticks into pumpkins. Children concentrate as they do this and demonstrate good coordination.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- gather more precise information when children first start at the nursery to clearly establish starting points and use the information to support children's learning from the outset
- give children more time to think about and consolidate the information given by staff during activities to enable them to process information and share their thoughts and ideas.

Setting details

Unique reference number	EY470417
Local authority	Birmingham
Inspection number	10353303
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	16
Number of children on roll	16
Name of registered person	Sammy Snail Ltd
Registered person unique reference number	RP909281
Telephone number	07508210996
Date of previous inspection	19 November 2018

Information about this early years setting

Sammy Snail Day Care registered in 2013. It is situated in Birmingham. The nursery employs four members of childcare staff. All hold appropriate early years qualifications at level 3 and level 6. 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.

Information about this inspection

Inspector

Kiri Gill

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The leader and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024