



Tarbiyah Nurseries Ltd

Inspection report for early years provision

Unique Reference Number	EY339005
Inspection date	21 March 2007
Inspector	Teresa Ann Clark
Setting Address	3 Smedley Lane, Cheetham, Manchester, M8 8UJ
Telephone number	07739 743718
E-mail	m-irfanhanif@hotmail.com
Registered person	Tarbiyah Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Tarbiyah nursery was registered in 2006. It is owned by an individual provider and operates on three floors of a converted building in the Cheetham area of Manchester. The building consists of a basement, ground floor and first floor. There is a secure outdoor area for children to play. The premises are close to a local park and shops.

The facilities include nursery provision and out of school provision. The nursery is open from 08.00 to 18.00 Monday to Friday all year round except for a week at Eid and a week at Christmas. The before and after school club is open from 08.00 to 08.50 and from 15.00 to 18.00 during term time. The holiday club is open from 08.00 to 18.00 during school holidays.

The setting may care for a maximum of 94 children at any one time. There are currently 47 children on roll. Of these, 18 children are in receipt of nursery education funding. There are 10

staff working with the children. Of these, eight staff hold relevant childcare qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning the importance of good hygiene and are developing their self-care skills well. They are actively encouraged to wash their hands at appropriate times of the day. They are learning that washing their hands gets rid of germs so they do not become poorly. Staff follow satisfactory procedures to promote children's health, for example, toilets are adequately stocked for children to use. Staff wear aprons and gloves when changing nappies and use antibacterial spray to clean the changing mat, helping to prevent cross infection. Staff ensure children are made comfortable as they change their clothes when they get them wet in the water. Young babies are protected from cross infection because staff and visitors do not wear shoes in the carpeted area where young babies crawl.

The sleeping arrangements for the young children do not effectively promote their health and safety. For example, children lie down on the play mat which is used throughout the day and children lie down feeding themselves with bottles. Children's bottles are stored safely in the fridge, but children's health is at risk because these are not clearly identifiable, for example, only a couple of bottles are labelled with children's names. The kitchen area is clean and well maintained, but procedures, such as checking the fridge and freezer temperatures and the use of colour coded board systems have not been implemented. These issues pose an element of risk to children's health.

Children are provided with snacks and meals which are generally balanced and healthy, promoting their growth and development. Children's dietary needs are successfully met because staff consult parents and take this information into account when planning menus. All staff are made aware about children's requirements which ensures children remain healthy. Meal times are a social and unhurried occasion where staff and children chat to each other. Children's food intake is recorded in children's daily diaries and shared with parents so they are kept informed about their children.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

There are no clearly defined procedures for emergency evacuation of the building and there is no evidence to show that fire drills are carried out periodically. This is a breach of regulations and compromises children's safety. The premises are kept secure and visitors are signed in and out of the building. Reasonable steps have been taken to minimise the risk of accidents indoors. For example, safety gates fitted on the stairs, radiators covered and socket covers in place. Children are learning to keep themselves safe as they manage the stairs safely and are reminded to sit properly on chairs in case they fall and hurt themselves. The outdoor has been completed and ready for use, but a risk assessment has not been carried out to ensure all areas are safe, for example, some areas of the fencing pose a risk to children.

Children benefit from a bright and spacious environment with good natural light and suitable temperatures. Space is organised to allow children to play in comfort and safety. Non mobile babies are provided with a safe area to explore, where they can crawl, roll and pull themselves up. The nursery has a satisfactory range of resources to promote children's all round development and maintain their interest. These include a good amount of natural materials to promote children's sensory development. Children have some level of independence as resources which are available are stored at children's height. The learning areas are not yet clearly defined and some lack resources to support children's learning. For example, there is a limited range of equipment in the writing areas.

Staff have a satisfactory understanding about child protection issues and recognise their responsibility to protect children. There is a written statement which is shared with staff and parents, but this does not refer to the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy their time at the nursery. They greet staff on arrival giving them hugs and cuddles. Children separate well from their parents and carers. They benefit from warm and caring relationships formed with staff. Children are developing confidence with the nursery routine and are beginning to form relationships with each other. For example, children know that it is snack time after tidy up time. Staff provide good levels of support and encouragement to children, which enables them to try new experiences in a safe and nurturing environment.

The activities planned for children in the baby room are short and appropriately reflect the concentration span of the children. They enjoy exploring paint as they make marks with brushes. They are able to sit or crawl and self select resources which are arranged on the carpet for them. Children enjoy exploring water as they fill and empty containers. One young child points to a bottle to let staff know what she wants. Staff are using the 'Birth to three matters' framework to plan activities, but they are not using it to assess children's development. As a result, activities are not based on the individual needs of the children.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and plan an interesting range of activities to support children's learning, which are linked to the six areas of learning. However, staff are not using the stepping stones when planning, which means activities are not matched to children's individual needs. Assessments of children are in the early stages of development, but children's next steps are not yet identified to inform the planning. Children are developing some independence as they select where they play. Staff are still in the process of developing the learning environments to ensure children have access to resources to support their learning in all areas. There is no outdoor planning in place because staff have not been able to use this area.

Children are beginning to form relationships with each other, for example, a group of children play with the tray of sand exploring patterns and others play imaginatively as they travel on the bus to Heaton Park. They are learning about codes of behaviour as they are encouraged

to use please and thank you to each other. A child says sorry to another when she accidentally kicks him during circle time and another says 'Please can I have the sunglasses?'. Children are learning to take turns during circle time; they put their hands up to share their ideas and news. Strong emphasis is placed on children recognising letters and the sounds they make through meaningful activities. These include drawing letters in the sand, looking for objects that begin with the letters of the week, O and P. They learn to recognise their names as they self register on arrival and find their own pegs. They are encouraged to label their work by using their name cards to copy their names.

Children are learning about numbers through songs and rhymes. They enjoy singing 'Five red poppies' and use their fingers when talking about numbers. They count how many children are present at registration time and know how many children are able to play in each area. However, there is a limited use of number in the environment and children have insufficient opportunities to learn about weight and measure because of the lack of resources. Children develop their creativity as they use a variety of techniques to create their own pictures. They enjoy creating patterns using paint and wheeled vehicles and create their own thunder and lightning pictures after observing the weather. They have access to an interesting sensory area, which includes a variety of resources for them to explore. Children show great delight and amusement as they use a pump to fill balloons with air and then let the air escape. One child eagerly tells the others 'It's air'.

Helping children make a positive contribution

The provision is satisfactory.

Staff are kind and caring with warm relations being developed amongst staff and children. For example, young children, who are settling in, seek reassurance and enjoy a hug and cuddle from familiar staff. Information is gathered from parents about their children during the settling in procedure to ensure their needs are identified. All children are treated as equals and their identity valued. However, the nursery has limited resources to help children gain an understanding of the wider world.

Children are well behaved. They are learning how to behave towards each other, sharing and taking turns. The use of praise and encouragement fosters children's self-esteem and confidence. For example, when a child completes a puzzle and receives praise from staff, he sits up straight in his chair, swinging his legs and gives a beaming smile. Children are learning to respect their environment as they help to tidy up prompted by the 'tidy up time' song. They all join in singing the song and are happy to help clear away activities. Children's social, moral, spiritual and cultural development is fostered.

Children benefit from friendly relationships shared between parents, carers and staff. Informal chats at the beginning and end of the day provides opportunities to discuss children and any issues relating to their care. Parents value the daily communication including the daily diaries, which keep them informed about their child's day. Their wishes regarding the care that their children receive are respected providing continuity and consistency of care for children. They are provided with sufficient information about the nursery through display boards, policies and procedures. However, the complaints procedure does not include all the necessary detail and although it is included in the information given to parents it is not displayed for parents to see.

Partnership with parents and carers of children in receipt of nursery education is satisfactory.

They are given some information about the curriculum and links are being made between the nursery and home. For example, parents help children at home with number and letter work. Parents have access to children's development records so they can see their progress and achievements. Parents speak highly about the provision. They are happy with the progress children are making, in particular their social skills and language development.

Organisation

The organisation is inadequate.

Although most policies and procedures are in place, the lack of clear emergency evacuation procedures has a serious impact on the safety of children. There are procedures in place to ensure the suitability of staff, but these are not robust enough to ensure children's safety and welfare. The nursery is still in its infancy and acknowledge that there are areas for improvement. Staff are developing as a team and are beginning to work well together. They have opportunities to attend training for their professional development. A key worker system enables children to receive consistent care from familiar adults. Staff are effectively deployed to provide good levels of support to children during activities. Children are cared for in a positive and happy environment. The provision is registered for out of school care, but this is not operational so not observed during the inspection.

Leadership and Management is satisfactory. A clear management structure is in place where the manager and provider work well together. They are committed to improving the quality of care and education. Staff are receiving support and guidance they need to implement an effective planning and assessment system. The management have identified some weaknesses in the provision and have developed action plans to address these areas. The standard of nursery education meets the needs of the children attending. However, the care needs of the children are not successfully catered for. Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints procedure may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure there are clearly defined procedures for emergency evacuation of the building and carry out fire drills periodically
- improve recruitment and selection procedures to ensure robust systems are in place to determine the suitability of staff.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning and assessment systems making clear links with the stepping stones and identify next steps for children's learning
- improve the learning environment to ensure all areas are well resourced to support children's learning
- provide resources for children to learn about weight and measure and provide opportunities for children to see numbers in the environment
- develop the outdoor environment to provide activities which cover all aspects of the curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk