



Al-Hudaa Nursery

Inspection report for early years provision

Unique Reference Number EY287119
Inspection date 13 June 2005
Inspector Anne Walker

Setting Address Jamia Al Hudaa, Forest House, Berkeley Avenue, Nottingham,
Nottinghamshire, NG3 5TT

Telephone number 01159 690800

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Registered person Madni Trust

Type of inspection Integrated

Type of care Full day 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 inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Al-Hudaa Nursery is run by the Madni Trust. It opened in 1996 although the current registration has been in place since 2004. The nursery operates from Forest House, a self contained building on the same site as the Jamia Al-Hudaa schools on the outskirts of the city of Nottingham. The site is situated in a residential area but has

good transport links to the city centre. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 17:00 all year round closing for Christmas and Islamic holidays only. All children share access to a secure enclosed outdoor play area.

There are currently 34 children aged from 0 to under 5 years on roll. Of these 16 children receive funding for nursery education. The nursery mainly cares for children whose parents are staff members at the schools or who attend further education on the same site. The nursery supports a number of children who have English as an additional language.

The nursery employs eight staff. The manager holds a teaching qualification and of the other seven staff, three hold appropriate early years qualifications and two others are working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's health is effectively promoted by the good range of freshly prepared, nutritional meals, snacks and drinks provided by the nursery. Meals have suitable regard to offering children a balanced diet which includes fresh fruit and vegetables daily. Children are developing an awareness of making healthy eating choices and enjoy their meals. Staff take account of parents' wishes for feeding babies, and work with the child's individual routines. They have a suitable knowledge of the children in their care so that babies are well nourished.

Meals are prepared in the main school kitchen and staff follow good hygiene procedures when serving food to children on the nursery premises. Children's good health is not effectively promoted in other areas of hygiene. There is currently no hot water to most of the nursery site, including the children's bathroom and the kitchen where snacks are prepared. Suitable interim measures are not in place to safeguard children's health until such time as hot water is restored. Warm water is not provided by other means for children as they wash their hands before eating and after using the bathroom. Staff fail to notice when there is only one bar of soap for four sinks and nothing for children to dry their hands on. This means that inadequate measures are in place to prevent the spread of infection amongst children. Children have little awareness of the importance of hand washing and do not use the soap or dry their hands properly

The children aged two to five years, go outdoors to play daily. In poor weather they have access to a spacious hall which has ample space for them to run around and ride their scooters. However, there are limited resources to provide sufficient challenges to develop the older children's large muscle skills. Poor planning for outdoor physical play and staff's lack of interaction with children during these activities, means that children are not developing an awareness of the benefits of

being active. Babies and toddlers go outdoors less often and the provision for them to have fresh air is not effectively planned for. Staff do not assist children appropriately in developing their mobility.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are well supervised as staff watch over the children appropriately as they play, have their meals and sleep, with appropriate staffing levels at all times of the day. Adequate precautions to minimise the risks of accidents to children within the nursery have not been given sufficient regard. Children have access to areas and items that may cause them harm. Minimal risk assessments are in place and staff are aware of these, however, they do not cover all known risks within the setting. Children's safety is compromised because staff do not take sufficient responsibility on a day-to-day basis to assess the areas they are using with the children, to ensure they remain safe and secure.

Children are cared for in an environment that is generally in a satisfactory state of repair and decoration. Suitable precautions are in place to evacuate children safely from the building in an emergency and fire equipment has been maintained. Children use toys that are safe due to appropriate systems being in place for staff to check them on a regular basis. Staff ensure that children have toys that are appropriate for their age, so that young children are not exposed to small pieces they may swallow or choke on. There are satisfactory procedures in place to ensure that children are only collected by parents or persons specified by them. The nursery has two staff who hold current first aid certificates. First aid boxes are kept at various sites around the nursery in case of emergency. Staff have an adequate knowledge of their child protection responsibilities and know whom to share their concerns with, both in the nursery and externally.

Helping children achieve well and enjoy what they do

The provision is inadequate.

The children have positive relationships with the staff, who are caring and work together to ensure that children feel settled and secure. Children understand the communities to which they belong, as staff regularly talk with them about their families and interests and make good links for children between nursery and home life. Staff working with the younger children have begun to use "Birth to three matters", to plan activities. However, their knowledge is not yet secure and they are not confident in the learning intentions of the activities they plan. Children are not curious learners and their developing language and imagination is limited due to the quality of delivery of play opportunities. Staff's interaction at times is poor and although play materials are out, staff often maintain a supervisory role rather than leading and stimulating children. Staff working with children aged up to three do not assess children's development effectively; and on occasions fail to identify and support children's next steps in learning adequately. For example, there is no equipment to assist children's developing mobility and staff do not recognise when

children are striving to walk. Two year olds do not show interest in exploring their environment and do not make choices in their play. This is due to the organisation of their environment Their base room has no storage and play materials are brought through from the pre-school, or children are taken through to use some of the pre-school facilities, but this is always determined by the adults.

Nursery education.

The quality of teaching and children's learning is inadequate. Staff have recently undertaken training for the Foundation Stage but their knowledge is not yet secure. This impacts on the breadth of activities offered to the children and the teaching styles. Some aspects of children's learning is fostered satisfactorily. Children are developing good social skills and are encouraged to have some independence within the environment. They are sensitive to each others' needs and able to share and take turns. The children have a strong sense of themselves as a member of their family and the nursery community. They count and recognise numbers and learn about size and shape. Good, varied and regular activities promote children's handwriting skills so that many four-year-olds form recognisable letters and can write their name, while younger children are keen mark makers. Older children recognise letters of the alphabet and link these to letter sounds. They enjoy painting and play-dough and occasionally express their imaginative ideas; although planning does not yet provide them with a sufficient variety of creative ways to do this. There are some aspects that are not planned for, or are inadequately planned, in all six areas of learning; with some significant gaps, particularly in maths, knowledge and understanding of the world and physical development. This means that children are not able to access a full curriculum and their overall learning is not effectively promoted. Teaching methods are insufficiently varied and not always appropriate for all of the children. For example, a circle time activity for all children to develop their knowledge of letter sounds was repetitive, lengthy and involved children passively listening and awaiting their turn. Consequently, most children quickly lost concentration and became bored. Adults use of questioning is poor overall. They do not make use of everyday opportunities that occur as children play, or during planned activities, to promote children's thinking skills or encourage them to express their ideas verbally. As a result, children make little or no attempts to problem solve and rarely ask questions about why things happen or how they work.

Staff regularly discuss children's progress but the poor systems in place for assessment and their insecure knowledge, do not allow them to assess all aspects of learning against the range of stepping stones. This regularly leads to insufficient or inappropriate challenges for children. Staff don't have adequate regard to any assessments they make, when planning activities. Hence opportunities are frequently missed to build on what children know and can do, which impacts on their overall quality of learning.

Helping children make a positive contribution

The provision is satisfactory.

Staff form good relationships with the children in their care. Children respond well to

their carers, seeking their help appropriately and allowing themselves to be comforted if they are upset or unsure. Adults vary their behaviour management strategies appropriately according to children's stage of development. Children in the pre-school understand the expectations and boundaries of the nursery and are learning to co-operate with their peers, to share and take turns. Adults offer praise and acknowledge children's achievements and co-operative behaviour.

Children's individual routines and dietary needs are addressed satisfactorily. Suitable systems at induction identify what these are. Staff working with the children are informed and readily co-operate with parents to ensure children quickly feel secure and settled. There are adequate systems in place to support children with special needs. Many of the children in the nursery are bilingual. Some have English as an additional language and staff take account of this as they work with the children. All staff are themselves bilingual and are able to support children appropriately, so that they feel included and able to partake of all activities. The nursery is developing their resources to promote positive images of the wider world. In the pre-school, children are developing a good awareness of their own beliefs and culture and have a strong sense of themselves and their community. However, there is insufficient planning of activities to support their awareness of the cultures and beliefs of others. This contributes to children's spiritual, moral, social and cultural development not being fully fostered.

The staff in the nursery have friendly relationships with parents. Parents are welcomed into the nursery and staff take time to exchange information each day. They provide written information about the babies each day. In this way parents know how well their child's day has gone as well as practical information, such as sleeps, feeds and nappy changes and builds continuity of care for these young children. The partnership with parents of funded children is inadequate. At present there is very little information for parents to support their understanding of the curriculum that the children follow. Staff talk to parents briefly most days but as yet there are no formal systems for parents to discuss their child's development records, or to work co-operatively with the nursery to be involved in their child's learning. This means that the potential to maximise children's learning is not occurring.

Organisation

The organisation is inadequate.

Adequate staffing is in place with suitable arrangements to cover for staff breaks and manage the beginning and end of the day so that children remain supervised. Staff are suitably deployed to ensure there is a qualified staff member working with each age group in order to promote children's welfare. Satisfactory numbers of staff hold or are working towards relevant qualifications. Managers have a positive attitude to supporting staff to develop new skills.

Required records such as daily registers, accident and medication logs, are in place and used appropriately by staff and management to promote the needs of children. These are well organised and readily available at the inspection. Required and relevant information about a child, is recorded at the time of entry so that staff know

whom to contact in emergencies. Evidence of staff qualifications or training that have been undertaken more recently, is less well organised and available. Some procedures are not sufficiently rigorous to ensure children's welfare. The manager and staff do not have sufficient knowledge of risk assessment and do not review issues on a day to day basis to fully safeguard children's health and safety. There is insufficient monitoring to ensure that staff working with children up to three-years-old, provide a stimulating environment where children have a good range of play opportunities, can build on their natural curiosity as learners and that their next steps in learning are known and planned for. Overall the setting does not meet the needs of the range of children for whom it provides.

The leadership and management with regard to funded nursery education is inadequate. The manager spends time within the nursery on a daily basis and regularly discusses the curriculum planning and assessment for the nursery education funded children. However her lack of knowledge and experience of using the "Curriculum guidance for the foundation stage" means that she is unable to guide staff sufficiently to deliver good quality nursery education.

Improvements since the last inspection

The last Children's Act inspection recommended that the nursery should improve some of their policies and procedures in order to further promote children's safety and welfare. They have devised adequate child protection and equal opportunities policies and an emergency evacuation procedure. Although their child protection policy makes clear steps to be taken if a member of staff is accused of harming a child it does not state their responsibility to notify Ofsted, if these circumstances arise. The emergency evacuation procedure is displayed and satisfactory steps have been taken to ensure all staff are aware of these. Basic written information for parents about the setting is in place and the manager is working on an improved prospectus. Parents now have access to policies and procedures during their induction and the setting are happy to copy any information they would like. Parents don't have access to the settings full set of policies and procedures after this period unless they request them from the manager. However the complaints statement with relevant contact details, and some of the child protection information, are displayed for parents on the notice board in the entrance hall.

Complaints since the last inspection

There are no complaints to report.

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The quality and standards of the nursery education are inadequate - notice of action to improve.

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:

- plan and provide a suitable range of activities for children up to three-years-old, which are appropriate for their stage of development and based on their individual needs. Ensure that staff interact with children and are fully aware how to stimulate and promote their curiosity as learners.
- assess the risks to children in relation to:- access to cleaning chemicals; the kitchen; hot radiators in the baby room; trailing telephone wires in the pre-school room and the security of the hall and take action to minimise these
- make interim arrangements for assuring good hygiene is promoted, with regard to hand washing, for both adults and children and the preparation of snacks and drinks, until such time as the hot water system is repaired.

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, the registered person **must** take the following actions:

- develop the manager and staffs knowledge and understanding of the "Curriculum guidance for the foundation stage", so that children are provided with a broader range of activities which covers all areas of learning. Ensure that learning intentions for activities are clear and understood by all staff.
- improve the systems for assessment so that children's progress is monitored against all the stepping stones for learning. Use the assessments to guide teaching and to provide appropriate challenges, based on children's next steps in learning and their individual needs
- improve resources which promote children's large physical skills in order to provide sufficient and suitable challenges for children [also applies to childcare].

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

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*

concerns about inspectors' judgements which is available from Ofsted's website:
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