

Madinah Private Day Nursery

Inspection report for early years provision

Unique Reference Number	323011
Inspection date	28 February 2008
Inspector	Julie Firth
Setting Address	153 Plank Lane, LEIGH, Lancashire, WN7 4QE
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Registered person	Brenda Ostad-Saffari and Abdul Ostad-Saffari
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Madinah Private Day Nursery opened in 1999. Children attending have access to three large playrooms, a sensory room and associated facilities. Children are cared for in three main rooms of a converted Methodist church about two miles from Leigh town centre. They have access to a sensory room and there is a fully enclosed area for outdoor play. The nursery serves the local community.

There are currently 49 children who attend on a variety of placements; of these 13 receive funding for nursery education. The nursery supports children with learning difficulties and disabilities and also children who have English as an additional language.

The nursery opens five days a week, all year round, from 07.30 to 18.30. Eleven full time staff work with the children. Over half the staff have early years qualifications to level two and three and two members of staff are undertaking level four. There is a qualified teacher on the premises. The setting receives support from a community advisory teacher from Wigan Sure Start and is working towards a quality assurance scheme award also from Wigan Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected from infection through hygiene routines as there are clear health and hygiene policies and procedures in place to help minimise the risk of cross-infection. A written sick child policy excludes children who are ill and prevents infections being spread. Children receive good levels of care if they are unwell because all staff hold first aid certificates and a first aid box is within easy reach. Staff follow nappy changing procedures and routines are displayed in all changing areas to constantly remind them of the standard of hygiene to keep. Independence skills are promoted and developed as children wash their own hands after the toilet and before eating. Planned activities further enhance children's awareness of health and hygiene. Fine motor skills are promoted as young children manipulate play dough and use scissors. Babies have access to play gyms and rings encouraging them to reach out and crawl.

All children participate in a wealth of outdoor daily activities in the large garden which contribute to their good health. Young children are able to run around in the fresh air, play under the parachute and splash in puddles wearing their Wellington boots. They manoeuvre cars and bikes giving them an awareness of the space around them. Older children practise their balancing and climbing skills as they crawl through a tunnel and walk across the tyres. Children from the pre-school also enjoy attending the weekly swimming session at the local pool.

Children enjoy a healthy diet as staff promote nutritious options by providing a variety of fruit, vegetables and hot food. Procedures are in place to record children's health and dietary needs and menus are alternated as the cook and the manager meet regularly to initiate new ideas. As they eat, the staff talk to children about the importance of a healthy diet, therefore, promoting children's understanding of healthy options. Meal times are relaxed, social occasions, where children chat happily together and take turns to independently give out food and drinks. Children have access to water at all times in the play rooms and staff have an understanding of the need for children to be continually hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are warmly greeted as they arrive, helping them to feel a sense of belonging. A bright hall entrance and colourful wall displays of children's art work and friezes create a stimulating environment. The premises are well maintained and children are split up according to their age. There is a wealth of indoor and outdoor equipment available for children of all ages, which are high quality and conform to British standards. Play materials in toddler and pre-school rooms are organised for easy access, allowing children to make choices and develop their independence.

All reasonable steps have been taken to ensure that children are cared for in a safe and secure environment. Good procedures are in place for the safe collection of children, which include detailed risk assessments and records of visitors. An effective arrivals and departure registration procedure is in place. Staff manage access to the building very well, preventing unknown persons entering and a high level of security is adhered to all around the building. Children learn about fire safety and regularly practise fire evacuation procedures, helping them to understand what to do in the event of a fire or an emergency evacuation. Activities regarding

road safety involves children making their own traffic lights and a lollypop stick to enable them to join in a game of how to cross the road safely.

Children's welfare is well protected as adults have a good understanding of safeguarding children and understand their role to protect children. They demonstrate a good knowledge of signs and symptoms of abuse and would know who to contact for advice or to make a referral. All incoming injuries are recorded correctly. The manager and staff have attended recent training and cascade their knowledge regularly through team meetings.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and happy in a caring environment, which staff effectively create. They are purposely engaged in a good range of activities which they enjoy. Babies become aware of their bodies as they look in mirrors and receive lots of hugs and cuddles forming strong bonds with their carers. Early communication skills are developed as staff respond enthusiastically to children's chatter and facial gestures. An established key worker system ensures that children are cared for by familiar staff and by people who know them well. Young children enjoy playing with toys that are colourful and make pleasant sounds. They gaze in wonder as they press the button on a musical instrument and it makes a noise. They become engrossed in role play in the home corner and sit on the mat with small world toys. They play in the sand and different coloured water. Children feel different textures such as shaving foam, soapflakes and glitter and concentrate when making cakes and fudge to take home for Mother's day. Staff skilfully join in children's games and sensitively extend play or introduce new ideas. Activities are extended and a recent theme on space is followed up by a story and a craft activity. Children initiated activities such as a bear hunt in the local woods and walks in the community gives them an awareness of the local environment. Children who attend the after school club have fun joining in with a large variety of craft activities and trips are planned during the school holidays to places of interest.

Children enjoy singing songs together and during circle times they talk about their experiences whilst others listen. Staff share stories with children in large groups, helping them to learn that print carries meaning. The nursery has a good awareness of the 'Birth to three matters' framework. They use the curriculum very well to plan a wide variety of stimulating activities and information is clearly displayed. Staff observe children as they play and use this information to help progress children both educationally and socially. Children each have an individual file, and assessments are used against the components of the curriculum. However, assessments for very young babies are not fully developed and linked to short term planning. Staff are aware of meeting children's individual needs, such as settling in new children and developing confidence and self-esteem, as they encourage them to play with their peers. Children are learning right from wrong as they are gently reminded by staff to share and take turns.

Nursery Education.

The quality of teaching and learning is good. Staff have a clear awareness of the early learning goals, which is reflected in the broad and varied range of activities offered to the children. As a result children make good progress. Children experience a variety of teaching methods and there is a good balance of child-initiated and adult-led activities. Skilful questioning from staff help develop children's learning and thinking as they are constantly asking them about colour and shapes. Detailed planning is in place and regular assessments are used to identify the next steps in children's learning. Activities are planned with topics which reflect the interests of the

children and cover all six areas of learning. However, the learning objective is not always clear to enable staff to stretch and challenge the more able children.

Children are beginning to form friendships and develop good communication skills as they chat to each other whilst they play. During activities and at story times they are able to sit quietly and concentrate for sustained periods of time. Children take responsibility, are confident and involved in the daily routines of the nursery. They are becoming independent as they manage their own personal care and a monitor is chosen to give out the food.

They benefit from the strong emphasis on the enrichment of language and communication that is promoted at the nursery. Play situations provide children with the opportunities to link and identify sounds to letters. Staff use puppets to tell stories and the book area is inviting to enable children to read for pleasure. They have opportunities to attempt to write their name and have access to mark making materials in all play areas. They explore the concepts of shapes and patterns and have opportunities to help them think when completing jigsaws and constructing models with building blocks. Children have opportunities to count during number rhymes and use language such as light and heavy when weighing ingredients in a baking activity. However, few opportunities are planned to calculate and problem solve during activities'.

Children have good knowledge of the local environment as they visit the church and the park. They look at where different animals live and watch carrots and cress seeds grow. The children discuss the daily weather and the seasons and understand how to move the mouse when using the computer programme. They have access to cassette players and headphones and a large amount of programmable toys whilst in the information technology area. Children use their imagination, creating pictures and models using a variety of media. A wide range of activities and resources are available in the creative area for young children which include junk modelling, different textures and various coloured paint. A good range of musical instruments, access to dressing up clothes and during role play in the home corner and flower shop further enhances children's imaginative skills.

Helping children make a positive contribution

The provision is outstanding.

All staff value the children and work well together to make sure that their needs are exceptionally well met, ensuring that they are fully included in the life of the setting. Children are settled well into the nursery and separate from their parents quickly to participate in the planned stimulating activities. Cultural diversity is extremely well promoted within the nursery. Children celebrate a wide range of cultural festivals such as Muslim and Chinese New Year and taste a wealth of foods from other countries. They have access to a very good selection of resources that reflect equality of opportunity. Children work harmoniously with each other as they learn to share and take turns as they play. They are developing a very caring attitude towards others as they play extremely well alongside each other ensuring each other are included. In routines, such as tidying up the children are becoming aware of the needs of others.

The setting demonstrates the highest regard towards the care of children with special educational needs, recognising the importance of caring for them in a sharing and inclusive environment and working closely with parents and outside agencies to ensure their needs are totally met. Children are delightful and extremely well behaved. They respond well to the positive behaviour management strategies employed by staff who remain calm and consistent at all times. Minor and challenging altercations are dealt with in a sensitive manner and monitored throughout

the day. Children's contributions are valued and their achievements constantly celebrated which helps to promote their confidence and self-esteem.

Parents receive high quality and extremely detailed levels of information regarding the setting through parents' evenings, displays in the entrance, newsletters and notice boards in all rooms. They are kept fully informed of their children's progress as they are invited into the group both formally and informally at frequent points throughout the year to see assessments, profiles and children's work. Parents are extremely actively involved in their children's learning and place comments on their children's progress sheet. Staff make excellent use of the information requested on admission to meet children's care needs and encourage parents to continue progress at home. Parents comment on the 'outstanding progress their children have made in such a small amount of time spent in the nursery' and the 'great dedication of the staff'.

The partnership with parents and carers receiving nursery education is good. Parents receive detailed levels of information about the early learning goals. Discussions with parents and observations of letters and cards received indicate that parents have a highest regard for the education their children are receiving. Links are developed with local schools to ensure a smooth transition from nursery to school life and parents are invited in to observe their children's progress. Staff are in the process of creating written progress reports for parents indicating their child's development in the six areas of learning.

Organisation

The organisation is good.

Children are cared for in a positive and supportive environment, which effectively promotes their development. The nursery's commitment to improvement is reflected in the good programme for staff training and the detailed process of self-evaluation, which includes continuous assessment of planning and practice. The manager works hard with good dedicated staff who work very well as a team. Staff ratios are well maintained, a key worker is in place and staffing levels are organised to ensure that children have good levels of support at all times.

New staff receive a good induction, helping them to become familiar with the operational plan. They have undertaken training in first aid, setting targets for special educational needs and inclusion, 'Birth to three matters' and various workshops to enable them to deliver good quality nursery education. This maintains and improves the quality of care and learning for all children. The manager is aware of the staff's strengths and weaknesses and a detailed appraisal system is in place.

Space is organised well both indoors and outdoors to provide children with a range of activities which cover all areas of their learning. Comprehensive policies and documentation relating to the continuity of care for children are in place and they are regularly reviewed. However, there is a slight omission in the written complaints policy.

The leadership and management of the group is good. The manager and the deputy manager are actively involved in the nursery and lead and support the staff at all times. They encourage all staff to review and monitor their practice through regular meetings, planning evaluations and discussions about children's individual files. The manager who is the owner of the nursery liaises with the qualified teacher and pre-school staff and recognises the importance of making improvements and providing children with a good quality nursery education. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

On the last inspection the nursery was asked to carry out any necessary maintenance to the premises to ensure that all areas used by staff and children are clean and suitable for use. They were also asked to develop staff's awareness and understanding of the use of positive reinforcement to manage children's behaviour, develop the key working system to provide young children with increased opportunities to interact with one consistent carer and ensure that food given to young babies is suitable for their stage of development. Two actions were also set, develop an action plan that sets out how staff working with children under two years will gain the necessary knowledge and understanding required to meet the developmental needs of this age group. Also to ensure that good hygiene practices are in place to prevent the spread of any infection.

The nursery have followed a detailed action plan since the last inspection and improvements have been made. Staff keep the nursery clean following good cleaning rotas and effective risk assessments are carried out daily on the indoor and outside premises to enable children to play in a safe and hygienic environment. Staff are now qualified and have had relevant experience of working with children under two years. They attend on going training and have a commitment to providing children with a good learning environment. They manage children's behaviour very well and effective strategies are in place. Good reward systems and praise re-enforces positive behaviour for the children attending.

There is an effective key worker system in place and focused activities are planned in small groups. Children's next steps of learning are predicted and children are cared for by familiar staff in their room. There are appropriate menus planned for babies and toddlers to provide them with a nutritious diet which is consistent with home.

On the last nursery education inspection the nursery was asked to increase staff knowledge of the early learning goals and how children learn. They were also asked to establish systems for monitoring and evaluating the effectiveness of the nursery education, encourage children to make choices to select their own resources and work independently. Furthermore, they were asked to provide opportunities for children to explore and use number in interesting and meaningful every day situations and improve the presentation of the book area providing opportunities for children to listen and enjoy stories without disruption.

The nursery have followed an action plan to enable them to successfully improve the quality of nursery education. New staff are in place and a qualified teacher is employed to work alongside the pre-school staff. Detailed planning is in place and the staff have attended training and workshops to further their knowledge of the early learning goals and the stepping stones. The staff observe and assess the children regularly and monitor their progress and learning. Children now have access to resources, continuous provision and areas of learning to enable them to work and play independently. Planned activities and during free play enables children to have opportunities to use number. They choose books from the large interesting book area and sit and read for pleasure. Children sit and display good concentration when staff read a story in the large circle and they are encouraged to ask questions and listen attentively.

Complaints since the last inspection

Since the last inspection 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 record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

- further develop assessments for young babies and link to short term planning
- extend the written complaints procedure.

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):

- ensure clear learning objectives are in place when planning adult led focussed activities
- provide opportunities to problem solve and calculate to enhance the more able children's mathematical development.

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