

Darul-Arqum Nursery

Inspection report for early years provision

Unique Reference Number	EY243957
Inspection date	05 October 2007
Inspector	Maralyn Chiverton
Setting Address	Purlwell Lane, Batley, West Yorkshire, WF17 7NQ
Telephone number	01924 423786
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Registered person	Darul-Arqum Nursery
Type of inspection	Integrated
Type of care	Sessional 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?

Darul-Arqum Pre-School was registered in 2002. It is managed by a voluntary management committee, and incorporates an Islamic theme. The setting provides sessional care for the local community and surrounding areas. It is situated in Mount Pleasant, on the outskirts of Batley, in West Yorkshire. It operates from two rooms in a supplementary school building, referred to as Madrasah.

A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.30 term time only. All children have access to a secure outdoor play area. There are currently 20 children on roll; of these, 17 are in receipt of funding for nursery education. The setting supports children with learning difficulties and disabilities. All of the children are learning English as an additional language.

The pre-school employs four members of staff, all of whom hold appropriate early years qualifications. The pre-school are members of the Pre-School Learning Alliance and receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment, which is very clean and well maintained. They thrive because staff are very pro-active in promoting good health and hygiene practice. For example, disposable tablecloths are used each snack time and children independently wash their hands and use individual paper towels. Children's understanding of the reasons for personal hygiene are well promoted through a colourful poster and discussion. For instance, the poster includes three steps to good hygiene, flush the toilets, and wash and dry hands thoroughly. Children are also reminded by staff to wash away any germs which could give them tummy ache.

Children can independently access fresh drinking water throughout the day. They are provided with nutritional snacks, such as fresh fruit and vegetables. Children's understanding of the benefits of healthy eating are well promoted. For example, they discuss how fruit and vegetables help them to grow strong and healthy. They are kept free from infection through the implementation of a well written sick child policy. Children's enjoyment of exercise and their physical development is well promoted through many opportunities for physical play indoors and outdoors. They confidently explore the environment and are able to balance, move under, over and through, using a good range of equipment which includes balancing beams, climbing frame and tunnels. They are learning to link how their bodies change after exercise through simple discussion, such as feeling hot and breathless after running.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the high priority placed on their safety. They are kept very safe in premises that are secure at all times through the use of closed-circuit television. Children benefit from the very effective procedures in place to record their arrival and departure times as well as the recording of any visitors to the pre-school. The pre-school is well managed and effectively organised into areas of learning where children move around safely and freely. The good use of staff, space, and resources allows children to independently choose from a wide range of toys and resources which are safe, suitable and developmentally appropriate. Toys and equipment are checked on a regular basis to ensure they are safe to play with. Any in need of replacement are purchased through a reputable company which complies with BS EN standards. Staff carry out daily risk assessments. However, there are no written risk assessments, to identify, record and minimise hazards, to ensure children are safe at all times.

Children's personal safety is well promoted through their understanding of the reasons for participating in fire evacuation procedures, which are carried out in a calm and reassuring manner. They are reminded not to run inside as they can fall and hurt themselves or others. Children are kept safe on outings and when playing outdoors through the supervision and vigilance of all staff. They are kept free from harm through the comprehensive understanding of all staff with regard to their role and responsibility in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very confident, happy learners who enjoy coming to the setting. They show good concentration skills and interest in what they do and benefit from a stimulating environment,

which is well planned and organised into areas of play and learning. Colourful posters are effectively used to promote children's understanding of colour, shape, number and letters. Staff are well motivated, enthusiastic and enjoy what they do. Children benefit from close, caring relationships as well as lots of encouragement and support which significantly promotes their self-confidence. They are provided with a broad range of exciting activities and well-balanced resources which effectively promote their learning. For instance, they develop their creative and imaginative skills through making sand patterns and moving as a variety of animals. Children's understanding of right and wrong is well promoted through discussion and simple explanation.

Nursery education.

The quality of teaching and learning is good. It is rooted in a comprehensive knowledge and understanding of the Foundation Stage as well as the implementation of detailed planning which links into all six areas of learning. What children know and can do upon entering the pre-school is identified and recorded through discussion with parents. Children's progress is monitored and recorded using pieces of children's work and observations. However, progress linked into the early learning goals and the extension of children's learning is not always clearly shown. Staff use realistic and effective challenges to further children's learning through very good questioning techniques, support and lots of encouragement. This allows children to make very good progress in relation to their starting point.

Children are independent learners. They show good levels of concentration, for example when playing in the construction area. Children are well behaved and able to share and take turns. They play well independently and in small groups. Children are beginning to recognise their names and letter sounds. They talk confidently in group situations and enjoy listening to stories on tape using headphones. They are able to explore real and imagined experiences through role play. Children are offered good opportunities for counting in everyday situations. They use mathematical language to describe and compare shape and size. For example, they recognise the difference between a big circle and small circle. They are learning about simple addition and subtraction and are able to count to ten and beyond. Children learn about features of their environment through regular walks in the community. They are developing their designing and making skills, such as when joining and building, using a variety of construction materials. Their understanding of the natural world is well promoted through following the life cycle of a caterpillar. Children are given very good opportunities to express their creativity through a wide range of resources. For instance, they move to music as well as paint, draw and design freely. They explore colour through ongoing as well as focused activities. Children particularly enjoy using their imaginative skills through role play.

Helping children make a positive contribution

The provision is good.

Children are well cared for in an environment where each child's individuality underpins the ethos of the setting. They are highly valued and respected as individuals and receive constant support and encouragement to make a positive contribution. Children confidently express their own views and ideas as well as listening to those of others. Their individual needs are given the utmost priority and they benefit from staff's high level of awareness and understanding of their role in promoting equality of opportunity and implementation of well written, detailed policies and procedures. Children have a very positive attitude to one another, are well behaved and able to share and take turns. A consistent approach to behaviour management promotes well children's understanding of appropriate behaviour as well as effectively helping them to

take responsibility for how they behave towards each other. Children's awareness of the wider world, their local environment and diversity is well promoted. For example, children discuss Ramadan and Divali as well as Halloween. They are provided with a wide variety of resources depicting positive images of disability and other cultures. Children's social, moral, spiritual, and cultural development is fostered.

Partnership with parents and carers is good which contributes significantly to children's well-being. Parents feel welcomed and actively encouraged to make a positive contribution to the setting through spending time in the pre-school and to feel comfortable in being able to discuss any issues with their child's key worker. The regular sharing of information ensures children are cared for according to parents' wishes. Parents receive quality information about the provision and Foundation Stage through parent evenings, displays, and a colourful, well written parent information pack. Their ideas and views are encouraged and respected. Parents are involved in their child's learning from the beginning. For example, they complete a questionnaire on what their child knows and can do when entering the setting. They are encouraged to look at their child's file and children take activity sheets to complete at home with their parents.

Organisation

The organisation is good.

Children benefit from a very well-organised and managed provision. They are able to access all toys and activities with freedom, safety and independence through well utilised space and effective deployment of staff, resources and equipment. The trusting relationships between parents and carers ensure children's individual needs are well met. The implementation of well written, detailed policies and procedures which are shared with all parents effectively contribute to the smooth and efficient running of the provision as well as to children's welfare, care and learning. Children are well supported by a very good ratio of skilled and experienced staff who work well as a team. They benefit from the staff's motivation, enthusiasm and enjoyment, as well as their good understanding of their role and responsibilities in developing children's learning. Children are well cared for by key workers who place great importance on building trusting and supportive relationships with their key children and their families. Records about individual children are shared with parents.

Leadership and management of the nursery education are good. The leadership and management team has a clear vision of how to improve the quality of care and nursery education which is shared with all staff and used to steer the work of the setting. Effective leadership and management of staff ensure their views and ideas are valued, respected and represented at team meetings. The setting is committed to providing an inclusive environment where every child matters as well as improving the quality of care and education for all children through professional development. Strengths and areas for improvement are effectively monitored and evaluated through self-evaluation, feedback from parents, regular team and committee meetings as well as monitoring reports from the local authority.

Overall, the provision meets the needs of the range of the children for whom it provides

Improvements since the last inspection

Following the last inspections a recommendation was put in place to improve children's welfare and safety. The recommendation was for all staff to sign the health and safety policy in order to demonstrate they have read and understood the policy.

Since the last care inspection the setting has implemented the recommendation. All staff, after reading policies and procedures, now sign to say they have read and understood each policy.

Complaints since the last inspection

Since the last inspection, Ofsted has received concerns relating to National Standard 1: Suitable person. A childcare inspector conducted an unannounced visit on 5 December 2006. Ofsted are satisfied that the provider remains qualified for registration.

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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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):

- develop and implement a more effective risk assessment procedure to identify and minimise potential hazards to children.

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):

- further develop the assessment system to show more clearly what stepping stones children have achieved and the next steps to be included in their learning

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