

# Tarbiyah Nurseries Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY339005
<b>Inspection date</b>	10 September 2007
<b>Inspector</b>	Susan Magaret Lyon
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<b>Registered person</b>	Tarbiyah Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets 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 to provide full day care for 70 children. It is owned by an individual provider and operates on three floors of a converted building in Manchester. The nursery consists of three play rooms and an outdoor area. The nursery is open from 08.00 to 18.00 Monday to Friday all year round. There are 13 members of staff, the majority of whom are qualified. The nursery supports children who have English as an additional language. There are currently 53 children on roll, 17 of whom are in receipt of educational funding.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children stay healthy through good hygiene routines, such as washing hands after toileting and before food. They are cared for in a clean and hygienic environment. Children are adequately protected from infection through a clear exclusion policy being in place and an appropriate nappy changing routine. Children understand simple hygiene practices as they easily access

tissues as they need and use paper towels in the bathroom. Children enjoy physical activity outdoors as they run and jump to keep healthy. They start to understand the effects of exercise on their bodies as they feel their hearts beating faster. Children rest and sleep according to their needs promoting good health and well-being.

Children are nourished through healthy food, such as fresh and dried fruit and salads. Their health and dietary needs are met from discussions with parents and the appropriate recording of allergies and intolerances. Children learn about healthy eating from some discussions with staff about foods that are good for them. Water is available to children throughout the day helping to keep their bodies healthy and hydrated.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The play areas are well-presented with colourful drapes and interesting displays creating a welcoming, bright and child-centred environment. Children are able to move around freely and safely due to the effective organisation of furniture and resources. Children use suitable toys and equipment through satisfactory systems in place to keep them safe and clean. Children are cared for in a mainly safe and secure environment due to several precautions being in place, such as finger guards, safety gates and radiator covers. Children are protected from harm through risk assessments carried out to the premises to minimise hazards. However, children are able to open the play room door unaided, which leads into the entrance hall, this puts their safety at risk.

Children are kept safe on outings due to staff ensuring adequate measures are in place, such as closely supervising the children and maintaining high adult and child ratios. Children learn to keep themselves safe through appropriate discussions with staff about road safety and using scissors with care. Children's safety is enhanced due to staff having a satisfactory understanding of fire precautions. For example, they develop an understanding of fire precautions through being made aware of and practising the emergency evacuation procedure every month. Children are protected because the staff are clear about their roles and responsibilities in a child protection situation.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children engage well in a range of interesting and age-appropriate activities to foster their all-round development. For example, they play with shells in the water, use dried pasta with tubes and wash the teddies in soapy water. Children play happily and cooperate well together in their self-chosen activity. For example, they enjoy looking at books and initiate their own games using toy dinosaurs. Children acquire new knowledge and skills from different themes and topics, such as colour displays and activities about 'our senses'. Staff help children to learn through skilfully asking them questions to make them think, such as 'what colour are the grapes?' and 'what colour is your bowl?'. Children are happy and settled and enjoy their time at the setting, particularly at snack time when they socialise well together. They are eager to play and join in activities. Through using a range of art and craft materials children develop their sense of imagination and creativity, thus promoting their sense of achievement and enjoyment. For example, they make collage pictures, junk box models and hand prints to take home. Babies and young children examine and are interested in a wealth of natural materials

and objects, as well as a range of manufactured toys. For example, they freely explore and investigate feathers, shells, sand, coloured water in bottles and branches.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff have understanding of the Foundation Stage curriculum. They provide a suitable learning environment through sufficient resources covering the six areas of learning. For example, they provide a writing table, imaginative play and creative area. Good systems are in place to find out what children can do on entry to the setting. Continual assessments and observations are used to plan for the children's progress towards the early learning goals by using the information to plan the next steps in their learning. Staff talk to children with kindness and consideration and as a result children are confident and motivated to learn.

Children separate from their main carer with confidence. They show increasing independence while carrying out tasks, such as pouring their own drinks and washing their hands at the sink. Children talk freely about their home as they describe an outing with their sister. Children clearly have a sense of belonging as they enjoy collecting their name card as they arrive and hang it up on the wall. They relate well to each other as they seek out their friends to share experiences, such as looking at a book together. Children use one-handed tools competently and engage in activities requiring hand and eye coordination with ease. For example, they mark make using pens and pencils and paint with brushes and rollers. They use vocabulary well to talk about people who are important to them. For example, one little girl talks about going to the shops with her dad. Children enjoy listening to their favourite songs and joining in to 'down in the jungle' at circle time. Children confidently initiate conversations and some are able to use more complex sentences.

Children are able to sort and compare objects and recognise when they have the same number. They show interest in counting and numbers in a variety of ways. For example, they count the stairs as they go up and down, they count the dots as they play with the big dice and they count their pieces of fruit at snack time. However, limited opportunity to use or hear size and positional language hinders this aspect of mathematical development. Interactive wall displays are provided to promote children's use and understanding of number names and language. Children know how to operate simple equipment, such as calculators, cameras and tape recorders. They show great curiosity while observing insects in the garden. Children realise tools can be used for a purpose as they freely use magnifying glasses, hole punches and binoculars. Children move freely and with pleasure and confidence during outdoor play as they enjoy running and jumping in the fresh air. However, limited resources insufficiently challenges their physical development. Children spontaneously join in favourite songs. They explore the sand and show interest in what it smells like. They begin to differentiate colours as they ask for a blue bowl at snack time.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children are cared for by staff who work with parents to meet their individual needs. For example, they obtain signed consent forms from parents for various aspects of care. Children are valued and made to feel important from positive relationships with staff who respect children as individuals. For example, they learn some words of the child's home language to help them settle. Children are at ease and relaxed in the setting due to familiar routines. For example, children say 'after tidy up time we're eating food'. Children develop awareness of the needs of others through being kind and helpful as they help each other put on their water play aprons.

However, limited resources reflecting all aspects of equal opportunities hinders their developing awareness of the wider world.

Staff ensure all children are fully involved in the life of the setting by changing or adapting the way play is provided to suit all level's of ability. Children's welfare is protected through the staff knowing what to do in the event of identifying a child with learning disabilities or difficulties. Children behave well. They understand responsible behaviour as the staff emphasis rewarding positive behaviour with stickers and certificates.

Partnership with parents is satisfactory. Children's needs are met through the parents being given appropriate information daily regarding their all-round needs. A parental involvement policy is in place which recognises parents as the child's first and most important educator. Information regarding the Foundation stage curriculum is displayed and letters are frequently sent home regarding themes, topics and outings. Parents are involved in their child's learning through daily chats about their achievements. Each term meetings are set up to discuss and involve parents in their child's progress and development. Parents are welcomed into the setting and are at ease talking to staff. The setting fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is satisfactory.

Children are protected through satisfactory recruitment and vetting procedures. Children are cared for by staff with knowledge and understanding of child development. Although the deputy does not hold an appropriate qualification, this is a breach of regulations. The setting is organised to meet appropriate ratios at all times. The group is organised to provide sufficient cover for staff absences at short notice. Children's needs are effectively met because a strong key worker system is in place to help new children settle in, observe and assess their progress and ensure their individual needs are met. Good deployment of staff contributes to children's enjoyment and achievement. Adequate organisation of play areas and resources allow children to be independent learners. Organised documentation contributes to the safe and efficient management of the provision. A good range of detailed policies are in place. These contribute keeping children safe and well-cared for.

Leadership and management is satisfactory. Some staff have completed Foundation stage training and are involved in the planning for the curriculum to help children develop in all areas. Formal evaluation of staff's performances takes place through appraisals. The leader motivates staff and children by acting as a positive role model and bringing in new ideas, such as growing herbs for the sensory display. Staff feel they receive strong leadership and management as further training is well supported. For example, staff have recently attended child protection, treasure baskets and heuristic play and guiding children's behaviour training. Furthermore, the provision is managed and monitored through regular team meetings and a system is in place to identify weaknesses in the delivery of the Foundation stage curriculum and put plans in place to bring about improvements. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to ensure there are clearly defined procedures for emergency evacuation of the building and, improve recruitment and selection procedures to determine the suitability of staff.

The evacuation procedure is now clearly displayed in all rooms and areas and the fire drills are carried every month and recorded in detail. All staff now have a criminal records bureau check before commencing employment and details of checks are kept in staff records. These improvements further enhance the care and safety of children attending the setting.

### **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.

## **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 satisfactory. The registered person meets 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 further the registered person should take account of the following recommendation(s):

- make the door in the play room safe so that children cannot leave unsupervised
- increase resources reflecting all aspects of equal opportunities
- ensure staff hold appropriate qualifications

#### **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):

- provide opportunities for children to use size and positional language during play and daily routines
- provide a range of challenging activities to promote children's physical 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](http://www.ofsted.gov.uk)