

# House of Light Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY359926
<b>Inspection date</b>	20 May 2008
<b>Inspector</b>	Elenora Griffin
<b>Setting Address</b>	Nuneaton Muslim Society, The Mosque, Frank Street, NUNEATON, Warwickshire, CV11 5RB
<b>Telephone number</b>	02476 382200
<b>E-mail</b>	
<b>Registered person</b>	Nuneaton Muslim Educational Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 inadequate – enforcement action. 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?

House of Light Nursery opened in 2008 and operates from two rooms in The Mosque situated in the Coton area of Nuneaton. The nursery is open each weekday from 09.30 to 12.00 during term time. All children share access to an enclosed outdoor play area.

There are currently 11 children aged from three to under five years on roll, all of whom receive funding for early education. Children attend from the local community. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs four members of staff. Of these, two hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children enjoy being cared for in a clean and warm environment. They receive adequate care and attention if they are sick or have an accident. There is a clear sick child policy in place that is shared with parents and parents give consent for the seeking of emergency medical treatment. There is a fully stocked first aid box that is readily accessible and one member of staff holds a current first aid qualification.

Children enjoy relaxed, social snack times when they sit together with staff to have an indoor picnic style meal. They benefit from healthy snacks of fruit and raw vegetables with water or fruit juice. Staff take advantage of spontaneous learning opportunities and use time during snack to talk children about where they think their fruit grows. Children are beginning to learn how to keep themselves healthy through the daily routine as they are reminded to wash their hands after toileting and before eating. However, the shared towel available for drying hands is only changed once a week and soap is not always available for children to use. Children continue to develop some understanding of appropriate hygiene routines through their play. For example, in their role play children explain that, 'I'm giving you lots and lots of dishes, you have to wash it with soap'.

Children benefit from daily opportunities to be active outside in the fresh air. They have fun running on the grass and particularly enjoy going up and down the step to and from the grassed area. Outside children draw on large pieces of paper experiencing the differences between the paper being on the rough floor or the smooth doors. They play with hoops, skipping ropes, streamers, bean bags and play musical footsteps and they show their delight when they are able to hit balls with bats. However, the potential for the development of children's gross motor, physical development is not fully maximised. This is because there are few resources and large pieces of equipment available that provide appropriate challenge for children and encourage them to explore different ways of moving, travelling, climbing and balancing. Staff are beginning to develop the resources and activities available for children. For example, children are given opportunities to explore large cardboard boxes and large pieces of materials to create dens outside.

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

The provision is inadequate.

Children's safety is compromised. This is because risk assessments are not available on the premises and therefore they are not used effectively in order to ensure that action is always taken to minimise identified risks. Consequently, although staff are careful to ensure that external doors remain locked during nursery sessions, outside play areas used by children are not always checked for potentially harmful litter. For example, there are parts of syringes and crushed empty beer cans. Children are also at risk if they become lost as there are no clear procedures in place to be followed should this happen, and this is a breach of regulations.

Children do benefit from being cared for in bright, welcoming nursery rooms within the Mosque. They enjoy having sufficient space in which to move about as they choose from the activities and resources set out for them. There is a cosy book corner in which children can rest and relax, and they take pleasure in sitting in groups with staff to look at books together. Children are beginning to learn how to keep themselves safe as staff remind them to hold on to banisters

as they walk up and down stairs. Staff have a satisfactory understanding of child protection issues and flowchart procedures from the Local Safeguarding Children Board are in place so that appropriate action can be taken to safeguard children from abuse or neglect.

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

The provision is satisfactory.

Children are happy and settled in the nursery. The settling-in procedures are flexible in order to meet the individual needs of children and parents are encouraged to stay with their children as they settle. Each morning children enjoy a relaxed start to the day as they enter with their parents and quickly become involved in the interesting activities and resources that are set out by staff. Staff have a lovely rapport with children and welcome them into the nursery, engaging them in conversations and encouraging them to participate in the activities offered.

Consequently, staff are getting to know the children well, and are developing positive relationships with them and their families.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children benefit from the knowledge and experience of the staffing team leader, who uses her sound understanding of the Foundation Stage in order to plan weekly activities and experiences for children that cover the six areas of learning. Children make steady progress because there are clear learning objectives in place and staff work well together to deliver an interesting range of activities and experiences each week. However, outcomes for children are not always effectively supported. Although staff have started to make some formal observations of children's abilities, their starting points and individual next steps in learning and development have not been clearly established and planned for. Consequently, while many of the activities and resources are suitable for the group as a whole, some activities provide challenges that are inappropriate for the age and stage of development of some of the children.

Children are interested in the activities and resources available to them and keen to participate in the activities that staff encourage them in. Children's confidence is developing and gradually they are starting to make their own decisions about what they want to do. For example, children have started to initiate their own play in the home corner and to choose musical instruments for themselves. Each day staff set out a suitable range of resources and activities that are easily accessible to children and additional resources are stored within low level shelving units. However, the organisation of space and resources does not fully support children to make their own decisions about what they want to do and the resources that they want to incorporate into their play. This is because once staff have set out the rooms for children there is little space left available where children can use any self-chosen resources or activities.

Children are becoming increasingly confident in the nursery environment and some are comfortable enough to start talking in front of the group. All children like to join in singing songs and rhymes, and they attentively listen to stories being read by staff. Children enjoy looking at books and revisiting the rhymes that they have learnt through play. For example, they place pictures cards in sequence as they sing, 'Five current buns' and 'Five little ducks'. Children have fun counting as they count how many jumps they can do in a row. They count confidently to ten and beyond, and are developing their understanding of matching numbers to quantities. Children enjoy using numbers in their play as they pretend-play with check out tills and mobile phones. Through construction and art and craft activities children benefit from first hand opportunities to explore shape and size in two and three dimensions.

Over time children experience a broad range of art and craft activities through which they can begin to express their ideas as they develop and refine their hand control and dexterity. They paint pictures of the homes they live in, make hand prints, create with junk modelling and use scissors, paints, pencils, chalks and colouring pens to create their own pictures. Children are imaginative and they have fun developing their role play in the home corner and exploring the range of musical instruments that are attractively displayed. Children like to explore using their senses. They make sounds, manipulate play dough and explore the effects on water as they add blue crepe paper to it and witness the colour change that takes place. Through various planned activities children are developing their understanding of the world around them. They enjoy walks into the local area and they are currently finding out about water and the creatures that live in the sea.

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

The provision is inadequate.

The information given to parents does not include the contact details for Ofsted and the complaints procedure does not make it clear that complainants should be notified of the outcome of the complaint within 28 days. In addition recent complaints have not been recorded in the comments and complaints folder and as a result, parents are not fully informed of factors that potentially impact on their children's well-being, which is a breach of regulations. Parents are encouraged to raise any concerns that they may have with staff and there is a comments and complaints folder in the main nursery room.

Children benefit from seeing staff and their parents acting together and giving consistent messages. Many parents are actively involved in the nursery, holding positions in the management committee, volunteering and collecting vouchers for sports equipment. Parents are made aware that they can ask to see the full set of nursery policies and procedures through the prospectus that they receive, which also includes some of the nursery policies and procedures that impact on their children's well-being, for example, the sick child and medication policies.

Children feel valued and are developing a sense of belonging. Staff have positive relationships with children and their families, and they help them to feel welcome in the nursery environment. Each child registers their attendance with their own name card and symbol, which matches the name and symbol on their peg where they can keep their personal belongings. Many of the children speak English as an additional language and benefit from being cared for by a staffing team who between them are able to communicate with children in their home languages as well as English, which positively supports children's developing English. Children feel acknowledged and valued when staff use their home language and staff are able recognise their achievements in both languages. Children are well supported as they learn about their own cultures and religion, and they are beginning to learn about wider society through the walks that they enjoy into the local area. However, children's understanding of diversity and the cultures and religions of others is not fully promoted. This is because staff have not planned activities and the provision of resources in order to begin to develop children's knowledge further.

Children's spiritual, moral, social and cultural development is fostered. Children are well behaved and play harmoniously together. They are encouraged to treat others with respect and to give thanks for the food that they receive. Children are polite and use 'please' and 'thank you' at snack time. They benefit from the positive approach of staff who use appropriate strategies to manage children's behaviour. Staff offer children lots of praise and encouragement and this supports the development of children's self-esteem. Children enjoy continuity of care

because staff build positive relationships with parents and strive to work with them to meet children's needs. Staff are committed to working with parents to meet all children's needs and there are appropriate procedures in place in order for a positive approach to be taken to meeting the needs of children with learning difficulties and/or disabilities.

Partnership with parents and carers in early education is satisfactory. Parents receive clear information through the prospectus about the educational curriculum that the nursery offers. They are well informed about the areas of learning and how staff strive to support these through play based and topic activities, with the teaching of some concepts in isolation. Children receive appropriate support as they settle because staff get to know them and their families well right from the start. Parents are able to spend time with their children in the nursery and to see first hand how their child's learning is supported, with some parents volunteering to help out on a regular basis. Bright displays and weekly planning sheets keep parents informed about the topics their children will be exploring, and they are encouraged to help their child to bring in objects for the topic.

### **Organisation**

The organisation is inadequate.

The organisation of care does not adequately safeguard children. This is because the management committee has not ensured that Ofsted is informed of significant events at the earliest opportunity. Consequently, managers in charge of the day to day provision have not submitted to suitability checks which is a breach of regulations.

Children benefit from being cared for by staff who organise their time in order to actively engage with them throughout each session. Although children do not currently benefit from having a key worker who is mainly responsible for their well being on a daily basis, staff have plans in place to assign children key workers who will also be responsible for ensuring that their individual care, learning and play needs are identified and planned for. Children benefit from appropriate documentation being in place that contains information regarding their individual care needs. Detailed policy and procedures are in place and these are currently under review in order to ensure that they reflect the characteristics of the nursery and the day to day practice, contain up to date information and to ensure that they are effectively implemented in order to promote positive outcomes for children.

The leadership and management of early education is satisfactory. The team leader for the provision of early education has a good understanding of the Foundation Stage and is committed to developing effective observation, assessment and planning systems to support outcomes for children. Although staff work on alternate days they are developing positive relationships and are able to talk on a daily basis in order to provide continuity for the children in their care. Staff are motivated and keen to develop and improve their practice. Consequently, they have all attended recent training in order to develop their understanding of how to plan for the delivery of the Early Years Foundation Stage. Staff actively seek feedback, respond positively to recommendations for future improvement, and are working with the local advisory teacher in order to continue to improve the provision of early education. Overall the provision does not meet the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

## Complaints since the last inspection

Since registration there has been one complaint made to Ofsted in relation to National Standard 1: Suitable Person, National Standard 2: Organisation, National Standard 3: Care, Learning and Play, National Standard 4: Physical Environment and National Standard 5: Equipment. This involved there being no manager or staff at the setting with just one unchecked parent with their own child plus four other children, no furniture or resources and limited understanding of regulations. An unannounced visit was conducted and as a result the group were set four actions in relation to National Standard 1: Suitable Person, National Standard 2: Organisation and National Standard 14: Documentation. A satisfactory response to these actions was received on the 22nd of February 2008. Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

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

Ofsted is taking **enforcement action** to safeguard the welfare of 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):

- develop the use of observations to assess children's starting points and to establish their individual next steps in learning and developing in order to effectively inform future planning
- review the planning for activities in order to ensure that challenges are appropriate for the ages and stages of development of all of the children involved
- review the use of space and resources in order to effectively support children to make decisions about what they want to do and the resources that they want to incorporate into their play
- extend opportunities for children to use large equipment that enables them to explore different ways of moving, travelling, climbing and balancing in order to provide appropriate challenges for gross motor 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)