

An-Noor Nursery

Inspection report for early years provision

Unique reference number	EY362920
Inspection date	02/12/2008
Inspector	Justine Ellaway
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

An-Noor Nursery is owned by Derby Education Group. It opened in 2008 and operates from the community room at Whitaker Street, Derby which is attached to the Jamia Mosque, Derby. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08:45 to 11.15 and 12.30 to 15.00 during term time. All children share access to a secure enclosed outdoor play area. There is a ramp to the side entrance of the building and access throughout the ground floor with a lift to the first floor.

There are currently 28 children on roll. All of the children are currently within the Early Years Foundation Stage. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting supports children who speak English as an additional language.

The nursery employs four members of staff. Three of the staff hold appropriate early years qualifications and two are working towards a higher level qualification.

Overall effectiveness of the early years provision

The setting does not provide effectively for children in the Early Years Foundation Stage. The needs of all children are not routinely met as the setting does not recognise and support the uniqueness of each child. There are significant weaknesses in the delivery and organisation of the learning and development that restricts children's progress. Additionally, children's welfare is not effectively promoted in all areas. Partnerships have not been sufficiently developed with parents and others to support children's learning and development. Systems of self-evaluation have not been developed to identify issues that have a significant impact on children's learning and welfare.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) 19/12/2008
- ensure that there is a balance of adult led and freely chosen or child initiated activities, delivered through indoor and outdoor play (Organisation) 02/03/2009
- undertake sensitive observational assessment in order to plan to meet young children's needs (Organisation) 26/01/2009

- plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs (Organisation) 02/03/2009
- ensure there is an effective behaviour management policy which is adhered to by all members of staff (Safeguarding and promoting children's welfare) 19/12/2008
- ensure that records, policies and procedures are maintained for the safe and efficient management of the setting and to meet the needs of the children with specific regard to the registration form, medication policy and complaints form (Documentation) 19/12/2008
- ensure there are effective systems to meet the individual needs of all children with specific regard to systems for monitoring and evaluation (Organisation) 12/01/2009
- ensure that all settings attended by a child contribute to the assessment process and that account is taken of information provided by parents (Learning and Development: the assessment arrangements). 26/01/2009
- ensure that effective systems are in place to establish that practitioners and other people aged 16 or over likely to have regular contact with children are suitable to do so (Suitable People) 19/12/2008

The leadership and management of the early years provision

The leadership and management of the setting is not effective. Therefore children do not progress well within the Early Years Foundation Stage and their individual needs are not successfully met. Insufficient detail is gathered about the children to fully meet their needs and on occasion registration forms are not fully completed or are incorrectly completed. Staff demonstrate an awareness of the range of policies and procedures. However they do not always successfully implement them which potentially impacts on children's welfare. For example, the management of children's behaviour is inconsistent and at times inappropriate and does not support children to learn about what is right or wrong. Additionally, some of the written policy documents do not reflect practice within the setting.

Recruitment procedures are not sufficiently robust to ensure that adults are safe to work with children, as there are significant gaps in the information gathered from some applicants and insufficient checks undertaken. Additionally, the risk assessment does not include all of the relevant information and identify potential risks and hazards to children in all aspects of the environment. However, staff do understand their role in dealing with and reporting child protection concerns to ensure that children are safeguarded.

Systems to monitor and evaluate practice within the setting have not been appropriately devised. Information is recorded to evaluate some of the activities

however this is not meaningful and is therefore not useful. Whilst the setting has been focusing on implementing a new planning system, insufficient consideration has been given to what other information is needed to inform this piece of work. As a result this has had little impact on the outcomes for children.

The partnerships with parents, carers and others has not been sufficiently developed to support children's learning and development and ensure their needs are met. Basic information is shared with parents and carers at the time of placement and on an ongoing basis. This does not fully inform parents about their child's progress or encourage them to become involved in their child's learning at home.

Children's good health and well-being is mostly effectively promoted. Necessary steps are mostly taken to prevent the spread of infection and appropriate action taken when children are ill. Healthy options are provided at snack time to encourage healthy eating. The lack of items, during some sessions, such as soap and tissues does not encourage good hygiene or help children to learn about this aspect of being healthy.

The quality and standards of the early years provision

Children make insufficient progress in their learning and development. Although most staff are qualified and undertake additional training, they demonstrate a limited understanding of how to plan and deliver activities within the Early Years Foundation Stage. Staff are sometimes warm and friendly to the children and are at times deployed effectively so that they spend time at different activities. However, interaction is ineffective in supporting and guiding children's learning. The ineffective organisation of group activities often hampers children's ability to participate and therefore enjoy or learn. There is an imbalance of adult led and child led activities and the structure of outdoor play is inadequately considered. As a result play is not usually purposeful and children receive little support to engage and learn.

Planning systems are inadequate and therefore impact significantly on children's ability to make progress in their learning and development. Staff are unclear how to use the current system to ensure children's needs are met. Assessment systems have been defined but not yet implemented. Inadequate consideration of children's stage of development means that children receive little stimulation or challenge during play.

Children are confident in the nursery and are beginning to settle. They show an interest in activities, and some more able children try to engage. Some children are confident in choosing what they want to play with and the room layout provides suitable space between activities. Children are beginning to develop confidence in speaking in groups, and chat to others during play. However they struggle to make relevant contributions or listen to others in a group discussion as they are not encouraged to take turns. Some children follow simple instructions and will listen to staff, for example, when lining up to go outside. However, due to the inconsistent explanations from staff they do not develop an understanding of why

some things are unsafe and what the expectations are regarding behaviour.

Children experience a few opportunities for counting and a child is supported to extend his learning beyond five. Some older children ably use the mouse to control a simple computer program. Children enjoy painting, however the organisation and range of resources within an activity does not positively promote children's creative development. Children enjoy singing and join in with favourite songs. They enjoy playing outside, however their engagement is not always sustained, due to the small range of resources and the lack of direction and interaction.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks 19/12/2008
- ensure that there are effective systems to establish that the registered person and any person caring for, or in regular contact with children is suitable to work with children which must include obtaining an enhanced CRB check, is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit for the work 19/12/2008
- ensure that children's behaviour is managed in a suitable manner 19/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks 19/12/2008
- ensure that there are effective systems to establish that the registered person and any person caring for, or in regular contact with children is suitable to work with children which must include obtaining an enhanced CRB check, is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit for the work 19/12/2008
- ensure that children's behaviour is managed in a suitable manner 19/12/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration Ofsted has received one complaint relating to Welfare 1.1: Safeguarding. The complaint related to the handling of child protection allegations. We visited the provider to investigate the concerns raised in November 2008. The provider agreed to notify Ofsted of any allegations of serious harm or abuse by any person working with children and to notify the Child Protection Agency, without delay, of any allegations of abuse or harm. The provider remains qualified for registration. The provider has made a record of the complaint in their complaint record.

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.