

Al-Nasiha Childcare

Inspection report for early years provision

Unique reference number	EY389595
Inspection date	12/05/2009
Inspector	Janet Skippins
Setting address	Muslim Community Centre, Clare Hill, Huddersfield, HD1 5BS
Telephone number	07747 042 189
Email	tariq.magid@ntlworld.com
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 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).

Description of the setting

Al-Nasiha Childcare opened in 2009. It is a playgroup run by Al-Nasiha Preparatory School Ltd. It operates from three rooms in the Muslim Community Centre outside Huddersfield. It is open each weekday from 9am to 6pm for 50 weeks of the year. The playgroup provides the Early Years Foundation Stage. It is registered on the Early Years Register. A maximum of 23 children may attend at any one time. There are currently 28 children aged from two to under five years on roll. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs and/or disabilities. Two members of staff work directly with the children and hold relevant qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled at the playgroup and benefit from a warm, inclusive, and welcoming environment. Children are making satisfactory progress towards the early learning goals and their welfare is promoted satisfactorily. Systems to observe and assess children's progress towards the early learning goals are being established. The provider is able to assess the setting's strengths and weaknesses and has a positive attitude to improvement, although the system for self-evaluation is still in development. All documentation for the safe and efficient management of the setting is in place. The playgroup has a satisfactory partnership with parents.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems for observation and assessment of children's learning
- continue to develop the systems for self evaluation
- continue to increase resources and develop activities to help children learn about differences between people.

The leadership and management of the early years provision

The premises are well maintained and the children benefit from strong and mutually respectful relationships with the familiar members of staff. Staff have dual language skills and use these skills to settle children on arrival. All policies and procedures required for the safe and efficient management of the setting, and to meet the needs of young children, are in place and contain all of the required information. The staff and management are committed to improvement. They have evaluated the quality of the provision through consultation with parents and are committed to further developing self-evaluation methods. This results in the setting having an awareness of the playgroup's strengths and weaknesses and a positive attitude to continuous improvement. The provider has taken action to

improve the playgroup since registration, for example, they are providing children with the opportunity to learn Arabic as requested by parents.

Staff have not attended training on the Early Years Foundation Stage but have started to implement this by following the written guidance. They plan appropriate activities by following children's interests and are developing observation and assessment records but these do not show the next steps for children's learning. As a result children make satisfactory progress given their starting points. Practitioners have a clear understanding of their role towards child protection, and are able to put relevant procedures into practice in order to ensure children are fully protected. Children are cared for in a safe environment where risk assessments are conducted and reviewed regularly. They learn about the danger of fire through practising emergency evacuations regularly.

The playgroup has a suitable relationship with parents. They provide relevant information about their children, which staff use to form relationships with the children and ensure the children receive the support they need. Parents are provided with information about how they can help children progress through the Early Years Foundation Stage, for example, to fit in with the current theme on Spring, it is suggested they let children investigate and explore the garden to find mini beasts. They demonstrate their satisfaction of the service by telling the staff they are very happy with the service. The setting involves children in the running of the playgroup, for example, they take part in preparation of snacks, therefore, the club is proactive in providing an inclusive environment.

The quality and standards of the early years provision

Children are happy and settled in the playgroup and their individual needs are met. The environment is well set out in clearly defined areas and children have ample space to move about freely. They are able to self-select from a suitable range of toys and resources. Their health is well promoted through topic work about healthy eating, discussion while they are eating their snacks and regular outdoor play. They are learning to keep themselves safe and understand basic rules, for example, they know they must stay within boundaries when playing outdoors.

The children are confident and well behaved in the setting and are learning independence and social skills. They have good levels of concentration, and spend long periods of time using the computer and playing with tactile materials such as sand, paint and play dough which they choose themselves. They are well supported by staff during these activities and given lots of praise and encouragement. They also help themselves to play food in the home corner and play cooperatively, for example, they imagine they are shopkeepers and customers. However, due to insufficient resources and planned activities, children's learning about people from different backgrounds and cultures is limited to discussion and food tasting.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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