

Amanah Day Nursery

Inspection report for early years provision

Unique reference number 227197
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Inspector Rachel Wyatt

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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 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

Amanah Day Nursery registered in 2000. The nursery is one of the facilities run by the Muath Trust which is a charitable organisation. The setting is located within a community centre in the Sparkbrook area of Birmingham. The nursery follows an Islamic ethos and is open to all sections of the local community. Children have access to an enclosed outdoor play area. It is open each weekday from 08.00 until 18.00 all year round except for bank holidays.

The nursery is registered on the Early Years Register. A maximum of 101 children aged from two to five years may attend the nursery at any one time. There are currently 90 children on roll, some in part-time places. The nursery is also registered on the Childcare Register. The nursery currently supports a number of children with learning difficulties and/or disabilities or who speak English as an additional language.

There are ten members of staff, including managers, who work with the children. All have appropriate early years qualifications to at least National Vocational Qualification Level 3. Students and volunteers also work in the setting. The setting provides funded early education for three and four-year-olds. The setting has achieved a local 'Healthy Eating Standard' award.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare, learning and development needs are successfully met by the staff who know them well. The nursery environment is warm and welcoming, with managers and staff working well together to ensure children and families have good support and that everyone is fully included. Managers and staff are committed to the ongoing development of the nursery and implement sound monitoring and evaluation systems to ensure any areas for improvement are identified and promptly addressed.

What steps need to be taken to improve provision further?

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

- improve the organisation and management of outdoor play in order to better promote children's spatial awareness and their skills in balancing, climbing, pedalling and steering
- improve assessment and planning by more clearly identifying each child's learning priorities and showing how these are promoted
- improve accident and medication record keeping by ensuring children's and adults' full names are recorded.

The leadership and management of the early years provision

An effective, caring team of managers, staff and volunteers ensure that children are well cared for and enjoy worthwhile activities, in welcoming surroundings. Sessions run smoothly, routines are managed well and children enjoy a good balance of free choice and adult-initiated activities.

Children are fully safeguarded. Robust recruitment and staff development procedures ensure adults working with children are suitable and have appropriate qualifications and experience. Managers, staff and volunteers understand their roles and responsibilities, including being confident to protect children from harm and to promptly follow the setting's safeguarding children procedures if they have any concerns about a child. Their welfare is also supported because all required information and consents are obtained about each child prior to them starting. As a result children's family circumstances are understood and their health, dietary, cultural and linguistic needs are successfully met. Generally effective procedures contribute to children's health. Their snacks and meals are varied and nourishing. Children have prompt appropriate treatment if they are unwell, need medication or have an accident, and the risks of cross-infection are minimised. However, some accident and medication records lack detail which potentially compromises children's well-being. Children's safety is supported because the premises are safe and secure, and hazards are promptly addressed as a result of effective risk assessments and safety checks.

Partnership with parents and carers are valued and successful. Parents are given good quality information about the setting so they understand how it operates and are aware of the range of activities and experiences offered to their children. They are encouraged to be involved in their children's care and learning, for example by exchanging information about their child's development, helping in the setting or attending special events such as an Early Years Foundation Stage (EYFS) workshop, a dads' day, or a session where children learn about different small animals and reptiles. The setting also works effectively with other agencies involved with children's care and learning.

The provision for children and families is of good quality because the nursery has sound monitoring and evaluation systems. As a result priorities for improvement are highlighted and addressed, and the provider, manager and staff have a clear vision for the setting's future development, in particular regarding extending outdoor play. Recommendations from the last inspection have also been successfully followed up to provide children with varied, challenging activities; to enhance their safety by implementing lost and uncollected child policies, and by maintaining accurate accessible attendance records, and improving food safety procedures.

The quality and standards of the early years provision

Children are happy and settled. They take part in varied activities and the adults ensure their individual care, linguistic and cultural needs are met. Adults are kind,

calm and caring. They generally support children well, promoting their concentration, understanding and enjoyment during group and individual activities. They ensure play areas are inviting and in the main these are well resourced. Children are active learners because they are able to express themselves creatively, to explore different materials and to be energetic. They enjoy regular outside play but sometimes their play on wheeled toys disrupts other children's use of climbing and balancing equipment, and inhibits them from developing spatial awareness.

Children make good progress towards the early learning goals in all areas of learning. Parents are encouraged to share information about their children and this helps staff to establish children's learning and development starting points. Through their observations and interactions staff get to know children well. They ensure children's interests and choices are reflected in plans and activities, which are increasingly adapted to cater for their differing ages and levels of skill. However, some inconsistencies in assessment and planning mean that it is not always clear what children's individual learning priorities are or how these are promoted.

Children are helped to develop skills for their future lives, making as much progress as they can in communicating, literacy, numeracy, and information technology. Children are sociable and become confident articulate speakers, readily joining in discussions and listening attentively. Their different home languages are valued, and their understanding of English effectively promoted. Children use numbers for counting, enjoy working out simple problems, and are interested in how things work and change. They use programmable toys and child-friendly computer programmes to support their learning.

Children behave well. They develop positive relationships as they are encouraged to join in, play collaboratively, to share and take turns. Through age-appropriate activities and discussions, children learn about Islam and develop respect for each other's differing backgrounds. Their appreciation of the wider world is also encouraged, for example, through cooking and shopping in the local community for the varied ingredients. They explore features of other religions and cultures, enjoying different celebrations and festivals. During activities and routines children show they understand the importance of a healthy lifestyle. They are keen to play outside, understand the reasons for good hygiene, and make healthy choices about what to eat and drink. Children also learn how to behave in ways that are safe for themselves and others, with visits from the police and fire service extending their understanding of safety issues.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met