

# An-Noor Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY362920                           |
| <b>Inspection date</b>         | 09/11/2009                         |
| <b>Inspector</b>               | Diana Pidgeon                      |
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| <b>Type of setting</b>         | Childcare on non-domestic premises |

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## 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.

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## 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. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 9.00am to 11.30am and 12.45pm to 3.15pm 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 15 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 two members of staff, both of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy an interesting range of play opportunities and make satisfactory progress in their learning and development. They generally settle well into the nursery because staff understand their needs and work with parents to ensure these are met. Significant improvements have been made since the last inspection and staff are beginning to develop their skills in relation to delivering the learning requirements of the Early Years Foundation Stage (EYFS). All the required documentation, policies and procedures are in place and most are appropriately implemented. Some effective monitoring and evaluation is undertaken and shows the nursery has the capacity to make continuous improvement.

## What steps need to be taken to improve provision further?

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

- ensure the record of accidents and first aid treatment fully protects children, with reference to recording sufficient information
- introduce regular staff appraisals to identify and support the training needs of staff, and improve induction training for new starters
- involve parents more fully in the planning for children's progress in their learning and development
- ensure staff are further supported to acquire the skills needed to effectively manage all children's behaviour
- develop staff's ability to use a wide range of teaching strategies, well-matched to children's learning needs.

## **The effectiveness of leadership and management of the early years provision**

Children are protected because staff have a suitable understanding of the safeguarding procedures and know what action to take if they were to be concerned about a child. The manager, who takes the lead role, has attended training to support her understanding of safeguarding. Children are further protected as the staff ensure the premises are kept secure at all times and that children are always directly supervised. Risk assessments and daily checks are completed to ensure a safe environment. Adults working with the children are appropriately recruited and vetted to ensure they are suitable. New staff undergo a basic induction at the time of starting, although no formal record is retained for future reference. Staff work closely as a team and are supportive of each other. They are keen to attend further training, although no formal appraisal system exists to identify and support their ongoing professional development. Policies and procedures are up-to-date and the manager ensures relevant documentation is maintained to support children's welfare. However, accident records contain limited detail with regards to the specific nature of the injury and as such may not best support children if further treatment becomes necessary.

The staff create a welcoming environment both in and outdoors. They organise the areas so that children have lots of different things to do and can follow their own ideas and interests. Daily routines ensure children have lots of free-play and the availability of a snack bar throughout the session allows children to eat and drink when they wish, so that their individual needs are met. Staff provide good support for children who speak English as an additional language. Although staff mostly speak in English and encourage this with the children, they also communicate with children in their home language. This helps new children to settle and helps all children to understand what is being said. Although there are no children with special educational needs on roll, staff have sufficient knowledge to ensure appropriate support is sought if necessary.

Staff build friendly relationships with parents and seek clear information at the time of placement to ensure children's needs, interests and abilities are known. Systems to keep parents informed are developing and a newly established book lending scheme is helping parents to share in their child's learning at home. However, systems to involve parents in contributing to children's ongoing observations and assessments are not yet in place. The new manager and staff have worked hard to address the actions raised at the last inspection. They have taken on board advice and set systems in place to raise the standards in the nursery. They now work with a clear system to observe, assess and plan for children so that there are clear learning intentions embedded in what they provide. Staff have undertaken some initial self-evaluation, which is well-considered and shows how further improvements will be made.

## **The quality and standards of the early years provision and outcomes for children**

Children generally settle well into the nursery and enjoy using the range of toys and equipment. Staff plan and provide activities that take account of children's individual learning needs. They observe and assess children regularly and are beginning to build a clear record of children's progress during their time in the nursery. Staff have developed their knowledge of the EYFS and this enables them to more effectively support children's learning. For example, staff know what is the next step in learning for each child and supports this through the child's freely chosen activity. They engage with children and encourage the development of new skills by playing alongside children. For example, at the dough table, staff help children to use scissors to snip the dough and to use rolling pins to flatten it. In the home area, staff help children to use their imagination as they encourage children to care for the dolls and to prepare meals in the pretend kitchen. Staff enthusiastically engage children in conversations but sometimes fail to give children sufficient space to answer the questions they pose, stepping in to answer these themselves. Occasionally instructions for some children are too complex for them to grasp, meaning staff do not always pitch their teaching appropriately to maximise children's progress.

Children develop warm relationships with staff and enjoy playing with them. Some children are learning to communicate and cooperate with others. Most children behave well because staff use appropriate strategies to encourage good behaviour. For example, children receive lots of verbal praise and sometimes stickers for their good actions. However, staff are less skilled in handling isolated incidents of challenging behaviour. Children's independence is fostered as they can help themselves to a drink and healthy snack at any time during the session. They show some understanding of safeguarding their own health as they wash their hands before eating. Children's awareness of safe practices is raised through taking part in routine fire drills and understanding how to line up to walk outside. Staff provide them with some simple explanations that raise their awareness of safety. For example, children understand why they should not run indoors. Children enjoy being active and enjoy a range of physical activities outdoors. For example, children jump in and out of hoops and balance across a beam. Some children particularly enjoy practising their emerging writing skills outdoors as they chalk on walls and paint with water.

Children develop their mathematical skills as they count whilst singing songs and rhymes. They sort and match items by colour and size. Some children are beginning to gain confidence with interactive toys and learn how to use a computer mouse with control. Children enjoy looking at books for their own pleasure and this is encouraged because the book areas both inside and outdoors are cosy and appealing. Staff make themselves available to read to individuals or small groups of children, ensuring that story-time meets their needs.

## 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*

### The overall effectiveness of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources                                           | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding                                                                    | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships                                                                    | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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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