



## Al-Hudaa Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY287119
<b>Inspection date</b>	27 June 2006
<b>Inspector</b>	Susan Riley
<b>Setting Address</b>	Jamia Al Hudaa, Forest House, Berkeley Avenue, Nottingham, Nottinghamshire, NG3 5TT
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<b>Registered person</b>	Madni Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 satisfactory. The registered person meets 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?

Al-Hudaa Nursery is run by the Madni Trust. It opened in 1996 although the current registration has been in place since 2004. The nursery operates from Forest House, a building on the same site as the Jamia Al-Hudaa schools on the outskirts of the city of Nottingham. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 17:00 all year round closing for Christmas and Islamic holidays only. All children share access to a secure enclosed outdoor play area.

There are currently 32 children from three months to under five years on roll. Of these, 14 children receive funding for nursery education. The nursery mainly cares for children whose parents are staff members at the schools or who attend further education on the same site. They are open to the wider community if spaces allow. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs eight members of staff. The manager holds a teaching qualification and of the other seven staff, four hold appropriate early years qualifications and two are working towards a qualification. The nursery receives support from the Nottingham City Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is effectively promoted, as the setting takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. Positive steps are taken to prevent the spread of infection and when children are ill so that their health needs are met. The children's individual care needs are met due to staff gaining relevant information from parents at registration and ensuring that appropriate consents are in place. Staff take account of parents' wishes for feeding babies, and work with the child's individual routines.

The children's welfare is promoted because the provider can respond to accidents appropriately as current first aid certificates are held by staff. The first aid box is easily available and all accidents are recorded and shared with parents, ensuring they are fully informed of what has happened to their child. Children are starting to learn about their personal hygiene and how to keep healthy through play and their daily routines. For example, children wash the dolls and the staff talk about the importance of bathing and washing. Although not all children wash their hands before and after eating their snack.

The children are adequately nourished. They have adequate opportunities to learn about healthy eating because the setting provides children with regular drinks and food that are nutritious and complies with their dietary and religious needs. Meals are prepared in the main school kitchen and staff follow suitable hygiene procedures when serving food to children on the nursery premises. The pre-school children are able to access a drink as they become thirsty and the younger children are offered drinks on a regular basis. Children are learning about healthy living through a range of satisfactory activities that develop the children's understanding of what foods are good for them.

The children enjoy opportunities to experience physical activity and develop their skills. They access a range of activities such as riding bikes and cars, climbing, throwing, kicking and hitting balls. This helps children to develop their confidence in using a range of equipment that provides challenge. All children have daily opportunities to be physical and be in the fresh air.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring new physical skills and control over their bodies. The needs of the younger children are adequately met because the setting has a sound understanding of the needs of the younger children and provides appropriate activities and resources to support the children's physical and emotional development.

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

The provision is good.

Children are kept safe and well cared for in premises that are safe, secure and suitable for their purpose. The staff ensure that the environment gives children adequate access to a satisfactory range of facilities that successfully promote children's development. The premises are welcoming and child centred. They are clean, well lit, and adequately heated and ventilated. Children have sufficient space to play freely and to be active. Separate sleep areas are provided for the children so they can rest undisturbed. All areas of the nursery have been risk assessed to ensure they are safe for the children. Daily and weekly safety checks are carried out by the staff before the children arrive. The toilet and nappy changing facilities are appropriate and all amenities are in place, to ensure the good health of children.

The children always use an adequate range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. The staff are very aware of the safety standards and ensure that all is safe for children to use.

Children's safety is adequately promoted because the registered person takes positive steps to promote safety within the setting. The provider ensures proper precautions are taken to prevent accidents and minimise identified risks to children. The premises are secure and there is a safe procedure for the collection of children. There are satisfactory procedures in place for outings; the children are kept safe at all times, as the staff gain parental consent and ensure that the children's contact details and first aid resources are taken with them.

Children are learning to keep themselves safe. They begin to understand about safety issues both within the setting and outside and during planned and spontaneous activities. For example, as they practise the fire drill the children stay calm and are aware of what they need to do. The children are adequately protected from harm because the staff have a satisfactory understanding of their role in child protection and are able to put appropriate procedures into practice.

Younger children are able to investigate and explore their surroundings safely. They begin to understand there are rules and boundaries that keep them safe. The children use appropriate and safe equipment and they are encouraged to become aware of their own safety and that of others.

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

The provision is satisfactory.

The children are confident, independent and are developing their self-esteem. For example, children move around the nursery, try activities, approach the staff for their needs to be met. Younger children respond with smiles as the staff member demonstrates she is aware of their favourite book. All children are very involved in their play and learning and the older children display good levels of concentration. Able children ask questions and respond to new challenges by questioning and using their own initiative. All children acquire new skills and knowledge. For example, the children who are at the appropriate stage of development are encouraged to stand and walk and they respond well to the praise that they receive, giving them a sense of

achievement. Older children learn about new shapes as in the pentagon and hexagon and about their differences of five or six sides. The younger children are encouraged to make positive relationships. For example, staff help two young children to work together on the seesaw. Older children seek out their friends for play and demonstrate awareness of sharing and turn taking. They sit with their friends at meal times and talk with one another. Babies are fed in the staff member's arms, giving the children emotional comfort and a sense of being special. Children begin to distinguish right from wrong, from the consistent boundaries and adult support which helps the children to develop the appropriate skills.

Nursery education.

The quality of teaching and learning is satisfactory. Children are happy to enter the nursery and soon settle at their chosen activities. They independently select and carry out tasks to their own satisfaction. Children confidently speak during large group time. They are interested in the range of activities provided, which ensures they remain engaged and are motivated to learn. Most children demonstrate good levels of concentration and work co-operatively with their peers. Some children exhibit a sense of pride as the others clap them for their achievements. Children learn how to manage their behaviour as they listen to stories about being helpful which helps them to understand life situations. They help to tidy away the toys at tidy up time, and demonstrate awareness of sharing and turn taking.

Children are confident and skilled speakers, using words effectively to share their experiences in a small group or to negotiate roles within imaginary play. They enjoy listening to stories and select books to look at for their own enjoyment. Children are starting to link sounds to letters, and they are learning both the English and Arabic alphabet. They are attempting to write their own name and some children are beginning to form recognisable letters. Children attempt mark making or writing and all are valued by staff. Older children write independently and form some recognisable letters. All children regularly engage in activities which develop their hand-eye co-ordination and they competently use one-handed tools.

Most children are confident with counting. Older children can count beyond 10. They can recognise the numerals and place them in the correct order. Some children use mathematical language within their play. Children are starting to understand simple addition and subtraction through the activities. For example, through the singing of number rhymes and songs, and the daily registration routine of counting all the children and adults present. Children show an awareness of shapes and are learning about their differences. For example, the differences between the pentagon and hexagon shape. They use mathematical language within their play as they talk about the biggest and smallest.

Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. They have opportunities to observe, explore, question, and be curious in a broad range of activities that form the foundation of later learning in history, geography, science and technology. On a recent topic children have looked at how plants grow. Children discuss the changes in the weather each day. The computer is available for children to use to support their learning. Within the creative area children have the opportunity to try a range of tools and techniques safely. They have daily access to a range of construction materials where they can design and build. Children using the Octons build a

vertical tower. Children are starting to gain an awareness of their own cultures and beliefs and those of others, through effective use of the topics covered and of resources around the setting. The children also have Islamic studies each day.

The children enjoy a range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. Outside on the climbing frame children move confidently and imaginatively as they climb up and then slide down the pole or slide. They control the bikes and cars to avoid obstacles. When singing, children follow the actions with enthusiasm using both their large and small muscles.

Children are able to be creative, expressing their own ideas and thoughts through art, music, role play and imaginative play. They freely access the creative and painting areas. Developing and producing their own work encourages their own creativity. They use a widening range of materials and tools to help them to express their own ideas. Children enjoy singing songs and musical activities. Within imaginative role play some children take on roles and play co-operatively with their peers.

Some staff have attended training to increase their knowledge and understanding of the Foundation Stage and the early learning goals. The planning overall covers all areas of children's learning. The short term planning is currently being developed to be more effective. Staff make regular observations of children's achievements and record this in their individual assessment records. However, the staff are not using the information gathered effectively to move the children on to their next steps in their learning. This is currently being addressed and the staff are working towards this. Good levels of staff support mean children receive a balance of child-initiated and adult-led activities which help children learn through play. Staff generally use a good and varied range of teaching techniques that promote children's enthusiasm for learning.

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

The provision is good.

Children are developing sound relationships with adults and other children in a setting where the staff work closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the setting. They are able to feel a good sense of belonging to the nursery and work harmoniously with others and make their own choices and decisions. This encourages their self-confidence and self-esteem. Children benefit from activities and resources that help them to develop an understanding of diversity. Older children take part in Islamic studies. Many of the children in the nursery are bilingual. Some children have English as their second language and staff take account of this as they work with the children. All the staff are themselves bilingual and are able to support the children well, so that they feel included and able to take part in all the activities. All children are valued as individuals which actively promotes inclusion.

Most children understand responsible behaviour and learn about boundaries because the staff are able to manage a wide range of children's behaviour. Most children behave very well in proportion to their level of understanding and maturity because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour. The

staff offer gentle reminders to the children about sharing and being nice to their friends. Staff offer praise and acknowledge children's achievements and co-operative behaviour. Children's spiritual, moral, social and cultural development is fostered.

The staff have friendly relationships with the parents. Staff welcome the parents into the nursery and take the time to exchange information each day. For the younger children, a written daily report is provided for the parents. This ensures that the parents are fully aware of how their child has spent their time at the nursery, with regard to sleeping, feeding and nappy changing. This ensures the continuity of care for these children.

The partnership with parents and carers of children who receive nursery education is good. Children's individual needs are well met because the staff work closely with parents and carers to develop a close partnership to enable all children to achieve their full potential. Good quality written and verbal information is made available for parents when children first start. This ensures that the parents are fully aware of the setting and what it provides. There is a flexible settling in procedure to ensure children are happy and comfortable in the setting and develop a sense of trust in the adults that care for them. Parents have opportunities to meet with the staff to discuss their child's progress and achievements. Regular newsletters and informative displays keep parents fully aware of what is happening in the nursery and what their child is learning.

## **Organisation**

The organisation is satisfactory.

Children benefit from satisfactory organisation of the setting. It ensures that children's health, safety and well-being are met. Children are appropriately cared for by the suitably qualified staff. The policies and procedures protect children sufficiently and are effectively implemented by staff to promote the outcomes for children. Children are protected because the recruitment and vetting procedures are thorough and ensure that all staff have been vetted and are safe and suitable to be in contact with them. Correct staff ratios are maintained at all times which supports children's care, learning and play. Children are appropriately grouped and they benefit from well deployed staff, who consistently interact with them and give them effective support and encouragement. This helps children to feel secure and confident. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of funded children is satisfactory. The manager has a clear vision for the nursery with a strong focus on the personal development and achievement of all children. A staff appraisals system is currently being developed to monitor staff's performance and ensuring training needs are met. The manager is well aware of the strengths and weaknesses for children's education and what is required for improvement. The established staff team work together and are good role models for children. Staff have attended training to increase their knowledge and understanding of the educational provision and to help children develop in all areas.

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

At the last care inspection, the setting was asked to plan and provide a suitable range of activities for children up to three-years-old. Staff have attended training around the 'Birth to three matters' framework, this has raised their awareness and understanding of children under three. The staff are in the early stages of implementing this effectively. This has been carried forward as a recommendation from this inspection. They were asked to assess some risks to children. All the cleaning chemicals are now stored safely. The radiator covers in the baby room have all been repaired and the trailing wires in the pre-school room have been made safe. The security of the indoor hall where children play has been improved, to ensure that when children are using this area the hall is kept fully secure at all times. These issues ensure that children's safety and well-being is protected at all times. Children's good health has improved with the hot water system being repaired.

At the last Nursery Education inspection, three key issues were agreed. The manager and staff are developing their knowledge of the Foundation Stage. They have attended training over the past year. They do receive support and guidance from the teacher/mentor from the local authority. The staff complete their own planning for their children and the manager oversees all planning to ensure it covers all areas of learning. This ensures that staff are fully aware of what children in their care are intending to learn and achieve. The staff are just developing the new assessment recording system. This will help them to assess children's learning effectively and to use the information to plan further activities to move children on to their next stage of learning. The nursery has purchased a range of resources to promote children's large physical skills.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):



- continue with the development and implementation of the 'Birth to three matters' framework.

### **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):

- continue with the development of the staff appraisal system
- continue with the development of planning an appropriate range of activities for children
- continue with the development of the assessments of children and use the information gained to provide activities to move children on to their next stage of their development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)