



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY216072

DfES Number: 544913

### INSPECTION DETAILS

Inspection Date	03/03/2004
Inspector Name	Alison Putnar

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Zaytuna Day Nursery
Setting Address	512-514 Berridge Road West Hyson Green Nottingham Nottinghamshire NG7 5JU

### REGISTERED PROVIDER DETAILS

Name	The Committee of Zaytuna Day Nursery
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### ORGANISATION DETAILS

Name	Zaytuna Day Nursery
Address	512-514 Berridge Road West Hyson Green Nottingham Nottinghamshire NG7 5HU

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Zaytuna Day Nursery registered in 2002. It operates from a community centre in the Hyson Green area of Nottingham. The centre was established to provide support to the local Muslim community. The nursery provides an Islamic environment, which includes some Islamic studies. Children are cared for in one large room with toilet facilities directly accessible. There is no outdoor area, however, the centre's gym is used for large physical activities.

The Nursery is open Monday to Friday from 09:00 till 11:30, term time only. Children generally attend for five mornings a week. The setting receives nursery education grant funding for children aged 3 and 4 years. Of the 21 children on roll 11 are funded 3-year-olds and 8 are funded 4-year-olds. No children have special educational needs. The majority of the children attending speak English as an additional language.

Three staff work with the children, all of these have early years qualifications. The setting receives support from teachers and mentors from the Nottingham City Council Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Zaytuna Day Nursery provides satisfactory care for children. The staff team are knowledgeable and confident in many aspects of childcare, but lack in-depth knowledge in some areas. The new team have worked hard to address weaknesses in the nursery policies and procedures, most have now been developed and contain the necessary details. Staff use these to support their knowledge and the smooth day-to-day running of the setting.

The playroom is attractively presented with a range of toys and equipment, encouraging children to participate in the play activities. Children's work is valued and displayed around the room, adding to the child-friendly atmosphere. Space is used well in other areas of the community centre to enable children to work in small groups or take part in physical play in the absence of an outdoor area. Staff plan a

range of activities to support children's learning in all areas of development. Good emphasis is placed on developing children's cultural awareness, positive self esteem and behaviour.

Most aspects of safety are good, staff supervise children well to ensure the risk of accidents are minimised. Clear evacuation procedures have been developed but not yet practised with the children. The nursery area, toys and equipment are safe and suitable for those attending. Aspects of health and hygiene are satisfactory. The nursery is clean and good hygiene routines are followed. Staff have previous knowledge of first aid but do not hold current certificates. Systems for recording details of accidents and medication have not been maintained, however, the new manager is working hard to address these issues.

Staff spend time each day sharing information with parents, fostering good relationships. General information is given about the nursery provision, but systems of sharing details of policies and procedures are limited. Information is obtained; ensuring children are cared for according to their individual needs and in line with parent's wishes.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff provide a good variety of activities, which children are able to freely access ensuring they are active, interested and learning through play.
- Staff promote good hygiene routines with the children, who independently wash their hands appropriately during the session. Children are offered a healthy mid-morning snack and learn about the importance of a healthy diet through guest speakers. For example, the children talked about the care of their teeth and foods that are good and bad for them.
- Children behave well in response to staff's appropriate and sensitive handling. Good behaviour is encouraged and rewarded consistently and fairly through verbal praise and systems such as sticker charts.

#### **What needs to be improved?**

- staff's knowledge of first aid, child protection and issues relating to support for children with special needs
- systems of ensuring staff and children are able to safely evacuate the premises in an emergency
- systems of ensuring parents and carers are aware of relevant policies and procedures within the setting
- systems of recording details of accidents, medication and relevant incidents of behaviour management

- procedures to be followed in the event of any allegations of child abuse being made against staff.

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Increase opportunities for staff to develop their knowledge and skills in relation to first aid, child protection and special educational needs.
6	Further improve safety in the setting with regard to practising the fire evacuation procedures.
12	Further develop systems of sharing the nursery policies and procedures with parents.
14	Ensure that records required for the safe and efficient management of the setting are updated and maintained as appropriate.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Zaytuna Day Nursery provides acceptable education provision, however, children's progress towards the early learning goals is limited in some areas by significant weaknesses in the provision. Systems are in place to support children with Special educational needs and those with English as an additional language.

There are significant weaknesses in the quality of teaching. Staff plan a good range of activities that sustain children's interest and group children effectively. However, staff's limited knowledge of the early learning goals leads to missed opportunities to extend children's learning through everyday practical activities. Systems of assessing children's development and learning have not been developed; this adversely affects staff's ability to plan activities that have purpose for all. The available resources are used well, however, limited resources in many areas of learning restrict children's experiences and opportunities to explore and develop. Staff are enthusiastic and engage in activities with children, managing behaviour consistently and in a way that promotes positive self-esteem and confidence.

The leadership and management is generally good. The staff team work well together and demonstrate a commitment to improving their skills. They have identified and applied for further training to enhance and develop their knowledge and skills. The staff team meet regularly to discuss and address weaknesses in the provision and take on board advice and support from relevant authorities and professionals. They are working hard to implement positive changes.

There are significant weaknesses in the partnership with parents. Staff have developed good relationships with parents and provide useful information about the setting, education curriculum and intended activities. There are limited opportunities for parents to be involved in children's learning and systems of sharing information about children's progress have not been implemented.

### **What is being done well?**

- Staff's ability to interact with the children, offer support, encouragement and guidance results in children making good progress in their personal, social and emotional development. Children are happy, interested and behave well.
- Children are grouped effectively during the routines of the day, large group activities enable younger children to observe and learn from older children. While the small group times enable staff to plan for children's individual needs. For example at story time the older children shared a longer more complex story.

### **What needs to be improved?**

- staff's knowledge of the early learning goals across the six areas of learning
- staff's systems of assessing and recording children's progress and how this information is shared with parents
- resources and equipment to promote: climbing and balancing skills; role play; the exploration of music and sound; the exploration, investigation and questioning of how things happen; and the use of information technology
- older children's opportunities to see text and attempt mark making and develop pre-writing skills in a variety of practical situations.

<b>What has improved since the last inspection?</b>
Not Applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing in confidence when arriving at nursery, many are happy and quickly engage in the activities available. They are beginning to understand the need to share and take turns. Older children are willing to do this and invite others to join them in activities. Children behave well and understand the routines and expectations of the nursery. They are developing good personal independence, managing their own personal hygiene, but do not often develop this at snack-time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children listen well and follow instructions, demonstrating their understanding of spoken language. Older children appropriately use a wider range of vocabulary during play. Children enjoy stories read by staff and handle books well. They do not often observe written text during other activities or develop an understanding of letter sounds in the alphabet. Children hold pencils correctly and attempt mark making at the writing table, but lack confidence to attempt writing at other activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Younger children develop counting skills during activities including singing number songs, but do not practise this at other times, such as counting children in a group. Older children count objects and recognise numerals to 10. Children develop mathematical concepts of sorting with a suitable range of equipment. They do not often attempt to solve simple problems, for example, sharing fruit equally at snack time and rarely use mathematical language during play to describe shape and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children explore a good range of materials, such as dough but do not often explore how things change for example making the dough. They join with construction sets and blocks but rarely construct with recyclable materials, using their ideas and selecting resources. Children rarely use information and communication technology to support their learning. They talk about events in their own lives and learn about their own and others cultures and beliefs through daily discussions and topics.

## **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children use a good range of resources and activities to develop their small muscle skills. For example developing hand-to-eye coordination when threading beads and control when cutting with scissors. They move in a variety of ways when using the gym, running, hopping and jumping but do not experience climbing and balancing to develop their larger muscle skills. Children learn about health and their bodies through everyday routines, topics and simple presentations from health professionals.

## **CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Younger children enjoy exploring the texture of natural materials. Older children begin to form creations using their own ideas, painting figures and selecting colour for a purpose. Children join in with familiar songs and enjoy choosing the next to sing, but they do not often listen to music or explore sounds with instruments. They use their ideas to act out familiar scenes for example using the cars and figures, but seldom access the role-play area to develop their imagination.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- increase staff's knowledge of the early learning goals and their confidence in using resources and practical activities to encourage older children's pre-reading and writing skills
- develop a manageable system of assessing and recording children's developmental progress, enabling staff to help children move to the next stage. Provide opportunities for parents to contribute to these assessments
- build on the resources and equipment available to promote physical development, creative development and children's knowledge and understanding of the world.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*