



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 323011

DfES Number: 517729

### INSPECTION DETAILS

Inspection Date	08/06/2004
Inspector Name	Angela Rowley

### SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Madinah Private Day Nursery
Setting Address	Plank Lane Leigh Lancashire WN7 4QE

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Brenda Ostad-Saffari and Abdul Ostad-Saffari
Address	Madinah Private Day Nursery Plank Lane Leigh Wigan WN7 4QE

## 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

Madinah Private Day Nursery opened in 1999. Children are cared for in four main rooms of a converted Methodist church about two miles from Leigh town centre. There are currently 33 children from birth to eight years on roll. This includes five funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The setting currently support a small number of children with special educational needs, they do not support any children who speak English as an additional language.

The nursery opens five days a week, all year round, from 07:30 until 18:30. Sessions are from 09:00 until 12:30 and 13:30 until 17:30. Eleven full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a community advisory teacher from Wigan Sure Start and is working towards a quality assurance scheme award also from Wigan Sure Start.

### How good is the Day Care?

Madinah Nursery provides satisfactory care for children.

The nursery is well organised to provide separate areas of care for different age groups with use of a stimulating outdoor play area. Maintenance in some areas is poor although staff attempt to make the surroundings more appealing with good use of colourful displays and mobiles. Each room has a broad range of equipment with low level storage systems although children rarely access toys independently. The maintenance of records, policies and procedures which are required for the safe running of the nursery is generally good.

There are well established systems in place to promote safety and minimize potential risks. Staff do not pay as much attention to promoting positive hygiene practices in ensuring that children's equipment is clean and preventing any possible spread of infection. They do not clearly plan and provide nutritious food which is suitable for young babies. Support for children with special educational needs is

good. There are clear systems in place to plan for any identified concerns and to seek the necessary support. Staff have an understanding of their responsibilities in relation to child protection.

Children are provided with a range of activities and staff use outings positively to support children's learning. Staffs understanding of the developmental needs of children under two years is not satisfactory with limited keyworking systems and developmentally inappropriate planning. They do not spend time talking and interacting with young babies and pay little attention to encouraging the language and communication skills of older children. They do not do enough to promote positive behaviour when children are misbehaving.

Relationships with parents are good. The friendly and informal approach adopted throughout the nursery enables parents and staff to chat freely about children's welfare

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

At the last inspection of Madinah, the provider agreed to review staff deployment over break times, repair and maintain toilets in the children's bathroom, and ensure that areas used for out of school care were solely for that use during hours of operation. The operational plan has been reviewed so that children now stay in their own rooms with sufficient staff during break times, which have also been reviewed to ensure that all staff breaks are over before the out of school care commences, leaving that area of the premises solely for the school aged children. The broken toilet has been repaired and plans are in place to refurbish the children's bathroom which will ensure that it remains suitable for use.

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

- The provision of a wide range of policies, procedures and record keeping systems that ensures the daily running and organisation of the nursery is effective.
- The provision of an interesting outdoor play area which enables children to explore a range of natural and artificial surfaces along with fixed equipment that encourages some imaginative play.
- Systems for the identification and support of children with special educational needs are good. Staff meet regularly to discuss children's progress and any areas of concern which are documented. They work closely with support workers and outside agencies so that any identified needs are met and all children included.
- Relationships with parents are good. Staff work to develop informal relationships by providing nursery social evenings, fundraising events, notice boards and information systems. Parents comment positively about the relaxed approach which enables them to feel confident about leaving their children.
- The range of systems in place and implemented that promote safety and

minimize potential risks, so that children are kept safe with few accidents occurring.

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

- staffs knowledge and understanding of the developmental needs of children under two years to ensure that the activities and assessments undertaken are developmentally appropriate and that children are being helped to progress towards the next natural stage of their learning
- opportunities for children, particularly those under two years, to interact with a consistent adult who takes main responsibility for their care to help children settle and build confidence
- staff skills in communication and interaction so that children are provided with increased opportunities to develop language and conversation skills, and to think and explore through skilful questioning
- hygiene practices at the nursery, particularly the cleanliness of children's toys and all baby equipment, so that any possible spread of infection is prevented and good health is promoted
- the maintenance of premises and equipment so that all areas used by staff and children are kept clean, in good repair and are suitable for use
- behaviour management techniques so that positive behaviour is promoted and children can learn right from wrong
- menu's for young babies so that they receive nutritious food that is planned and suitable for their stage of development.

#### **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 must take the following actions by the date shown**

Std	Action	Date
2	Develop an action plan that sets out how staff	08/08/2004

	working with children under two years will gain the necessary knowledge and understanding required to meet the developmental needs of this age group.	
7	Ensure that good hygiene practices are in place to prevent the spread of any infection.	08/06/2004

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
3	Develop the keyworking system to provide young children with increased opportunities to interact with one consistent carer.
4	Carry out any necessary maintenance to the premises to ensure that all areas used by staff and children are clean and suitable for use.
8	Ensure that food given to young babies is suitable for their stage of development.
11	Develop staff's awareness and understanding of the use of positive reinforcement to manage children's behaviour.

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

### How effective is the nursery education?

The nursery education provision at Madinah Day Nursery is acceptable but has some significant areas for improvement. The children's progress towards the early learning goals for knowledge and understanding of the world and physical development are generally good. Progress in the remaining areas has significant weaknesses.

The quality of teaching has significant areas for improvement. Key staff have a basic understanding of the six areas of learning and have devised long, medium and short term plans which centre around the six areas. Teaching methods are very directive, most activities are staff led and fail to engage or sustain the children's interest. Staff do not sufficiently question children to make them think. They follow planned activities rigidly and fail to use spontaneous child led contributions to bring a topic to life. For example, failing to include a child who wanted to share her experience of travelling on a boat because it was time to discuss the train. Staff frequently retain control of children's activities giving direct instructions about how to complete a task. They seldom provide opportunities for children to learn through their own exploration. Specific areas to support children's learning have been devised such as a number area, however many are poorly resourced and are not well used by the children. Staff maintain a basic record of each child's level of ability in relation to the stepping stones, in some instances these demonstrate how staff have misinterpreted the stepping stones.

The leadership and management of the setting has some significant areas for improvement. The manager does not have a system in place to monitor and evaluate the effectiveness of the nursery education.

Partnership with parents is generally good, parents and staff share information about the children informally each day. A topic sheet is displayed which informs parents of future learning intentions and how they can support their child at home.

### What is being done well?

- Children enjoy regular trips out into the local community such as visiting a local sailing club when learning about transport,
- many children are interested in technical equipment, they confidently select their preferred game from the computer programme and control the mouse with increasing skill,
- children have daily opportunities to play outside, they run freely and make good use of the climbing and balancing equipment that is available,
- children have good opportunities to practice and refine their hand eye co-ordination, many control small tools and equipment such as scissors and pencils very skilfully.

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

- Staff's understanding of how children learn and the teaching methods they use, to ensure children are stimulated by their surroundings and interested in the activities they engage in,
- staff's knowledge and understanding of the stepping stones so they can assess children's progress more accurately and plan more effectively for future learning,
- systems for monitoring and evaluating the effectiveness of the nursery education provision. So that the manager is able to identify strengths and weaknesses within the provision and ensure appropriate action is taken to further improve the care and education for all children,
- opportunities for children to make choices, for them to select their own resources and work independently, so they can explore their own creativity and use their imagination freely,
- children's interest in number and mathematical concepts,
- children's interest in stories and the written word.

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

The progress made by the setting since the last inspection has been limited. The owner/manager was unable to produce an action plan in relation to the key issues raised.

Key Issue 1. Plan the programme for knowledge and understanding of the world to cover all aspects of the desirable learning outcomes for this area by;

- a. providing regular opportunities for children to explore natural and manmade materials,
  - b. providing resources and activities for scientific investigation to stimulate children's curiosity and encourage them to question why things happen and how things work,
  - c. plan more activities for children to explore and select their own materials, tools and equipment to experience joining things together to create their own models.
- a. staff add natural objects such as shells, pebbles and twigs to sand, the provision is controlled by staff, children do not have free access to such materials.
  - b. staff have purchased a range of resources such as magnets and magnifying glasses, children enjoy using these resources during planned activities, such as using the magnet to make the picture of a car move when a paper clip is attached. Children do not use these resources spontaneously.
  - c. Children still have insufficient opportunities to explore and select their own materials.

Key Issue 2. Extend the language and literacy programmes to include more planned opportunities for children to associate sounds with patterns in rhymes, with syllables and with words and letters.

Children still have insufficient opportunities to associate sounds with patterns in rhymes.

Key Issue 3. Plan more structured opportunities to increase children's climbing and balancing skills using appropriate equipment.

The outdoor area has recently been developed to create a stimulating environment where the children can climb on large equipment and use tyres and chains to aid the development of balancing skills. Children access this area daily weather permitting.



## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children enter nursery confidently and are familiar with nursery routines. They enjoy being the 'helping hand' when they have specific responsibility for giving out the cutlery at meal times. Children generally engage in activities as directed by staff, they do not purposefully explore the nursery environment and frequently lose interest or become distracted during planned activities. Children do not make sufficient choices about the activities they engage in or the resources they use.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children speak in complex sentences. They are becoming increasingly aware of the importance of listening to others through the use of a star, only the person holding the star may speak. Less confident children speak to the group through a puppet 'Tommy the Tiger'. Children do not have sufficient opportunities to extend or develop their conversational skills through individual discussions with staff. Children have little interest in the written word and often become distracted during story time.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Many children are able to count beyond 10, older children can identify numerals or a number of items up to 5 when questioned. Children are learning about mathematical concepts through planned activities and worksheets. They have little interest in number and do not use their counting skills or mathematical concepts in everyday activities, such as counting the number of snacks required for the children present. They rarely use the number area or mathematical resources.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children confidently explore the outdoor play environment, they notice changes and are interested in the new equipment. Children are learning about their local community through regular trips to places of interest such as the pet shop and meaningful activities such as monitoring forms of transport that pass the nursery. Children are interested in technical equipment. They do not have sufficient opportunities to design and build or to experiment with techniques to create their own models.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move confidently, they enjoy the outdoor play area and run freely. They control small equipment such as trikes and cars well, following pathways and negotiating obstacles in their path. Children climb with increasing skill and regularly practice their balancing skills. Many children have very good control of small tools such as scissors and pencils. Children experiment with movement during dance sessions. They have few other planned opportunities to develop their physical skills.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children have insufficient opportunities to explore their own creativity and express themselves freely. The 'messy' area is poorly presented and is not well used by the children. Children complete a range of structured art work to support planned themes, often pictures are drawn by the staff. Children frequently wait for direction from staff before 'painting' their picture. Older children enjoy role play but have limited access to resources to extend their play such as a pram for the 'baby'.	

<b>Children's spiritual, moral, social, and cultural development is not fostered appropriately.</b>
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## **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 understanding of how children learn and developmentally appropriate teaching methods.
- Increase staff's knowledge and understanding of the stepping stones.
- Establish systems for monitoring and evaluating the effectiveness of the nursery education provision.
- Encourage children to make choices, to select their own resources and work independently, so they can explore their own creativity and use their imagination freely.
- Provide opportunities for children to explore and use number and mathematical concepts in interesting and meaningful everyday situations.
- Improve the presentation of the book area and provide opportunities for children to listen to and enjoy stories without disruption.

*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.*