

Zaytuna Day Nursery

Inspection report for early years provision

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Inspection date

26/01/2011

Inspector

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Setting address

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Type of setting

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*.

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Description of 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 sessional care and full day care in an Islamic environment, which includes some Islamic studies. Children are cared for in two rooms with toilet facilities directly accessible. There is an enclosed outdoor area and the centre has a sports hall which is sometimes used for physical activities.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children. There are 66 children on roll on the Early Years Register and 36 of these are in receipt of funding. Opening hours are Monday to Friday from 8.30am to 4pm during term time only. The setting is closed on Bank Holidays and for two weeks during the Christmas holiday period.

There are eight childcare staff employed at the provision, all of whom hold a Level 3 childcare qualification and are qualified in first aid. The setting supports children with English as an additional. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff take positive steps to find out about individual children and use the information to ensure that their needs are successfully met. As a result, they are well cared for and make good progress. Systems implemented are generally good in supporting children's learning and safety. Parents have good involvement in their children's learning. The childminder has clear objectives for the setting and future plans to strengthen and enhance the overall outcomes for children and the quality of service.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incidents (Documentation). 16/02/2011

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

- develop further the system for observational assessment to identify learning priorities and plan relevant and motivating learning experiences for each child

- ensure induction training for new staff, including volunteers, helps them understand how the provision operates and their role within it.

The effectiveness of leadership and management of the early years provision

The manager and staff work well together to ensure children are effectively cared for. They have a very good understanding and knowledge of safeguarding and the action needed if they should have any concerns. While risk assessments, covering everything children come into contact with, are undertaken on a daily basis, and a full one at least once a year, they do not contain all the required elements as identified in the Statutory Framework for the Early Years Foundation Stage. However, children are kept safe through practical measures, such as, the staff being vigilant when supervising them and having good security systems in place. The manager has a positive vision for the setting and has begun to implement changes, such as, the outdoor play area. She is also aware that, although they have improved the way they plan activities, this is still an area for further development. The manager has a strong focus on staff development and works with them to identify particular training needs. The staff are committed to strengthening their knowledge through attending training courses, such as, tracking and transition, as well as other regular training in first aid and safeguarding. Consequently, this supports them in providing good quality care for children. However, some volunteers are not completely informed of the setting's policies and procedures, which could have a negative impact on the care children receive.

Staff have developed relaxed relationships with parents and the exchange of information enables staff to care for children effectively. The provision has experience of working in partnership with health visitors and portage workers which has been very beneficial for staff, parents and children. Although the setting has not yet had children attending other early years settings, they have suitable systems in place to develop effective partnerships should this occur. The setting's strong focus on equality enables them to take positive steps to ensure everyone is welcome and feels valued. For example, the staff speak to children in their native tongue, which also promotes their sense of security.

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

Children are cared for in a warm and caring environment which promotes their feeling of safety and helps new children to settle well. The staff have a good understanding of how to deliver the Early Years Foundation Stage in order for children to progress well in their learning and development. They do written observations to assess what children can do and explain how they will assist them to make further progress. However, the latter is not featured in their written assessments or the planning of activities. As a result, children's next steps are not always planned effectively. Staff are calm and, as a result, the interaction between children and adults is good. The staff sit with the children at their level during

activities. When appropriate, they bring activities to new children who are nervous to move out of their settled place. Consequently, they begin to develop confidence in their surroundings and slowly begin to move around the setting. Children learn to sign the letters of the alphabet as they say the letter, which enables them to recognise letters easier and promotes inclusion. Children who speak English as an additional language do very well in speaking to adults in English and are confident and clear in what they know. For example, young children tell each other to line up when it is time to go out to play as they know this is what is expected of them.

Physical activity is an integral feature of children's daily routine and they have good opportunities to be active both inside and outside of the setting. They use the outside area on fine days and if the weather is less favourable they use the sports hall. Children particularly enjoy going outside to play and are very happy as they put their coats on. They confidently move around the room, making their own choices from the planned selection of activities available to them or helping themselves from the open top boxes within their reach. By choosing to weigh plastic teddy bears, children are developing their skills of problem solving and reasoning. They are becoming familiar with numbers through posters within the setting and the older children are capable of copying letters and numbers from templates. Young children head count each other as they get ready to go out to play. Children are imaginative and enjoy making various shape chocolates with play dough. Their enjoyment of books and stories with the staff enables them to regularly develop their understanding of language. The computer, till and telephone support an early understanding of technology and are enjoyed by the older children. The young children have a computer keyboard and various other toys that make sounds which they enjoy and promote their early learning of technology.

The staff help children to understand clear boundaries and expectations of behaviour, such as, sharing resources, always listening and their keeping hands and feet to themselves. Children are praised and encouraged for behaving in a polite way and achievements they make. As a result, their confidence and self-esteem are increased. They are encouraged to actively contribute, such as tidying up before snack, which they willingly do, and they help each other to put their coats on. Although children from Muslim families mainly attend the setting, they are encouraged to consider and respect differences through experiences and activities, such as visiting a church. Children practise good hygiene procedures and they receive healthy food according to their individual requirements as their parents provide their lunches. Consequently, these things promote their overall well-being.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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