

Isra Daycare

Inspection report for early years provision

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Inspector

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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*.

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

Isra Day care nursery re-registered in 2011. It is one of four privately owned nurseries. Children are cared for in four main play rooms from a large Business Centre in the Lozells area of Birmingham. The nursery is close to local amenities and provides childcare for parents on courses. Children have access to an outdoor play area.

The nursery opens five days a week all year round except for public bank holidays. Children attend for a variety of sessions from 8.00am until 5pm. A maximum of 58 children may attend the nursery at any one time. There are currently 77 children on roll, of whom all are in the early years age range. The nursery provides funded early education for three-and four-year-olds. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 22 care staff. Five hold early years qualifications to Level 3, four at Level 2. Ten staff are working towards a Level 2 qualification. The nursery manager has a Level 5 and the senior Nursery manager has Level 6 qualification in early years. The nursery receives support from local authority and the advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and inclusive environment, where children are respected and valued. Children access a wide range of stimulating activities and play opportunities which enable them to make good progress in the six areas of learning. Strong partnerships are established with parents which ensure effective communication and suitable procedures are in place to liaise with other carers to ensure consistency in children's care and learning. All policies, procedures and documentation are well implemented, which contributes to the welfare and safety of the children. Effective systems for self-evaluation are in place to help identify further areas for development which ensures improved outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure activities and learning opportunities are appropriate for individual children and that they provide sufficient challenge for children to reach their full potential
- provide further opportunities for children to access a variety of writing tools and paper to support children in developing their handwriting skills

- improve opportunities for children to learn about information technology, such as, computers and programmable toys to support their learning.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and are clear on their responsibilities to protect children in their care. Robust procedures are in place to help identify children at risk of harm and to liaise with appropriate agencies. A policy is in place which is comprehensive and in line with the Local Safeguarding Children Board guidelines. All staff have appropriate checks completed which include a Criminal Records Bureau check and evidence of this is held on files which are available for inspection. Effective systems are in place for checking the identity of all visitors and staff record their arrival and departure times, which protects children from persons not vetted. A detailed record of the risk assessment is in place which covers all areas accessible to children. This is further supported by effective daily checks to ensure that all potential hazards to children are identified and minimised. Staff are well deployed throughout the nursery and the key worker system ensures children are safe and receive high levels of support.

Toys, resources and furniture are of good quality and well organised to promote children's independence and learning in all areas. For example, young children have extra small furniture, such as, chairs which promotes their safety and enables them to participate well in activities. Children learn about the diverse community through a good range of resources and activities which promote equality of opportunity.

The professional development of staff is valued, consequently staff are keen to attend training and improve their knowledge and understanding of childcare issues. Effective systems for evaluation are in place which include the Ofsted self-evaluation form and a comments box. Parents take part in the process and recently requested more support for children to recognise their names in preparation for school. This helps the management to identify areas for further improvement and development which improves outcomes for children.

Strong partnerships are in place with parents who receive both daily written and verbal feedback. Learning journals and diaries further ensure parents are kept well informed of their children's good progress and development. Staff speak the community languages and newsletters are translated in different languages, such as, Bengali, Arabic and Somali. This ensures that all parents are kept well informed of their children's good progress. Suitable procedures are in place to ensure a smooth transition from nursery to local schools.

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

Children are well cared for in an environment which is accessible, inclusive and welcoming. Staff have a good understanding of the Early Years Foundation Stage and plan a wide range of activities which are clearly rooted around children's individual interests and ideas. However, on some occasions staff miss opportunities to further challenge children. Staff encourage children to identify animals but do not extend the activity to challenge more able children. Staff make regular and useful observations of what children can do and evaluate these against the six areas of learning to identify children's next steps.

Children have daily opportunities to recognise their names and photographs through the self-registration system. There are a good range of resources to develop mark-making skills; however, these are not well maintained. For example, some white board markers have dried out and pencils are not sharpened. As a result, children show little interest in the writing area. Children learn about numbers, shapes and colours through daily routines. They count the spots on lady birds and line up trains. In the water play children learn about volume and capacity as they fill up and empty different sized containers. They add small water balloons in to plastic bottles which are displayed. Children develop their imagination as they play with a good range of media, such as, water, paint and sand which enables them to express their feelings. Staff regularly sing songs and rhymes both in English and in the community languages. Parents also contribute as they teach staff their children's favourite songs from their culture. Children enjoy walks in the community and cultural days where they are able to get dressed in their traditional clothes. There is a limited range of resources to promote children's awareness of information technology and how things work. They use the computer in the office on some occasions, but are not able to access it independently.

Children learn about being safe. For example, they help staff to tidy away toys and take part in role play activities where they learn about where and how to cross the road safely. This activity is further reinforced on outings to promote children's awareness of safety. Babies feel secure due to high staff to child ratios which enable them to explore their surroundings safely. Good hygiene practices across the nursery help to minimise the risk of spreading infection and promotes children's good health. For example, children know they need to wash hands before food and after they use the toilet. Mealtimes are social occasions which are used well to promote children's independence and self-help skills. For example, children help to peel and cut up fruit for snack time. Meals for babies are also prepared according to their stage of development. Children have time to be physically active and also time to rest and relax. Good use is made of the garden on a daily basis to enable all children to get lots of fresh air and exercise. Younger children have their own secure area which promotes their safety and development.

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	3
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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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