

Tarbiyah Nurseries

Inspection report for early years provision

Unique reference number EY339005
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Inspector Shirley Monks-Meagher

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Tarbiyah Nursery was registered in 2006 and is owned and operated by Tarbiyah Nurseries Limited. The nursery operates from a converted listed building on a main arterial route into Manchester city centre. There are three playrooms over two floors and a secure outdoor play area. It serves the local area.

A maximum of 94 children may attend the setting at any one time. There are currently 95 children attending who are within the Early Years Foundation Stage and are between the ages of 10 months and five years. Of these, 85 receive funding for early years provision. Approximately 80 percent of the children who attend have English as an additional language and the nursery also supports children with special educational needs and/or disabilities. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery opens Monday to Friday all year round, with the exception of statutory Bank Holidays and one day for each of the Eid celebrations. Hours are 8am to 6pm. Children are able to attend for a variety of sessions.

The nursery staff team consists of 19 members, with 14 of these working directly with the children. All of them hold appropriate childcare qualifications to a minimum of level 2. The nursery receives support from the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are broadly content and settled in the welcoming environment and are willing to participate in activities which help them to make progress based on their starting points and abilities. Their welfare and well-being are generally promoted, although the security of the nursery is variable. Staff work particularly well with other professionals to identify and meet children's needs, and working partnerships with parents enable them to effectively recognise each child and family as unique. Self-evaluation is consistent, prioritised and targeted to improve children's outcomes.

What steps need to be taken to improve provision further?

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

- take steps to prevent unauthorised persons entering the premises (Safeguarding and welfare) (Also applies to the compulsory and voluntary parts of the Childcare Register).

21/07/2011

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

- match observations to the expectations of the early learning goals to inform children's tracking documents, highlight individual future learning and tailor individual planning to ensure each child is challenged appropriately and support gaps in learning
- maintain the confidentiality of children's personal information, such as allergies or dietary requirements.

The effectiveness of leadership and management of the early years provision

The manager and her team have a sound understanding of the indicators of abuse and their role in the procedures should such concerns arise. Clear procedures are in place for the recruitment and initial vetting of staff. Induction procedures and regular appraisals ensure staff suitability is maintained. Risk assessment is undertaken to minimise hazards. However, despite systems being in place to manage entry to the nursery, these are not vigilantly implemented by staff. As a result, unauthorised persons open the door and unknown adults are able to tailgate in after parents without challenge. This means the nursery is not secure, which puts children at potential risk and is a breach of the requirements. Children are supervised appropriately by staff and password systems ensure children only leave with designated persons. Legally required documentation and records are in place, maintained appropriately and shared with parents. However, some information, such as children's dietary requirements and allergies, are displayed freely and this infringes children's rights to confidentiality.

The owners, managers and staff share a clear vision for the future of the nursery. The staff team demonstrate a strong commitment to improvement and have tackled the recommendations from their last inspection with vigorous action that has impacted favourably on the outcomes for children. For example, children cannot leave the playrooms unattended and their daily activities in the secure outdoor area are increasing their awareness of exercise and promoting their physical development in the fresh air. As a result, children are safer and healthier. The motivated staff team are committed to their professional development through training and currently five staff members are undertaking foundation level degrees in early years. Staff, children, parents and other professionals contribute their reflections, ideas and wishes to the self-evaluation system, which is prioritised and targeted to drive improvement.

The overall organisation of the playrooms provides children with some choice of what they will play with from the continual provision and activities. Resources and play materials are clean, maintained and age appropriate. Children are recognised for their uniqueness by the staff, who encourage them to value and respect similarities and differences and the diversity of both their community and the wider world. The nursery is a warm, welcoming, inclusive and respectful environment. Staff work very well with multi-agencies to ensure that every child has the appropriate support to enable them to learn, develop and make progress based on

their starting points and abilities. The developing working relationships with the local schools ease children's transition into mainstream education successfully.

Parents are valued by the setting and information sharing begins at gradual admission. They seek relevant 'all about me' information for each individual child, which ensures each key worker has a sound understanding of the child's needs, background and starting points. Information to raise parents' understanding of the Early Years Foundation Stage is displayed in user-friendly ways throughout the setting. Children's progress is shared with parents at coffee mornings and parents meetings, and through their child's individual learning journeys and key worker summaries.

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

The staff team has a sound understanding of the Early Years Foundation Stage and how children learn through their play. They provide a range of age-appropriate activities and resources and generally organise the environment to enable all children to move around freely and safely. This helps to develop children's initiative and independence. Children develop secure relationships with the adults because they are consistently cared for by the same key workers, and the daily routines help them to settle because they know what to expect next. For example, when the member of staff blows a whistle, the children chant 'tidy up time' and begin to pack away their play materials.

Throughout the nursery children are purposefully engaged in meaningful play, either independently, with their peers or with staff. A balance of adult-led and child-initiated play allows the children to follow their individual interests and ideas within the setting. Staff make sensitive observations of the children and summarise their achievements and progress frequently for parents. The staff team have introduced a tracking system to monitor children's progress and to identify their future learning. However, they do not match observations to the expectations of the early learning goals to assess children's learning and development accurately, and complete some areas of the tracking document using the term 'practitioner judgement' with little evidence to support this. For example, children's learning journeys have limited observations of children's problem solving, reasoning and number skills to verify their knowledge, understanding and abilities in these areas and identify future learning which builds on and challenges their learning appropriately. This means there may be gaps in children's overall learning.

A major strength of the setting is the work they do with children relating to their communication skills. The staff has engaged in the 'language friendly' training project where they have thoroughly embraced the ethos, methods and suggested resources, resulting in significant improvements on children's ability to speak and express themselves. This is particularly impressive because approximately 80 percent of the children who attend have English as a second language. These speaking skills will underpin the children's future learning. Children's imaginations are developing steadily. They play perceptively in the home areas where they handle real fruit and vegetables; they peel leaves of sprouts and pop peas out of

the pods and mix them with dried pasta shapes to 'prepare the dinner'. Children are developing their curiosity, for example, as they discover what happens to the pasta when it gets wet and use words, such as 'soggy', to describe how it feels. Babies explore the texture of sand, plunging their hands in and feeling it trickle through their fingers, and shaking, rattling and banging musical instruments and toys to produce sounds that please them. Babies develop their mobility; they explore their environment, crawling and pulling up against sturdy equipment and using adults' hands or walking toys to move around. Children develop their hand-eye coordination by completing puzzles, posting shapes, building train tracks and using small tools, such as pastry cutters and paintbrushes.

Children enjoy playing outdoors in the fresh air. They practise their large physical skills by balancing and climbing on suitable equipment and manoeuvring vehicles. Ring games, such as 'the parachute', develop their growing abilities to work cooperatively. They enjoy a trip to the greengrocers to choose fresh fruit for their snack and competently dispense water from the well-placed water coolers when they need a drink. Older children know when to wash their hands, why they should use soap to do so and where to get a tissue for their nose. Children are encouraged to attend to their own personal needs in the bathroom, which is well equipped to meet their individual needs. Children develop a good awareness of healthy lifestyles. Children develop an awareness of their own safety. For example, they frequently practise emergency evacuation of the building and know how to use the stairs safely.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as set out in the early years report (Suitability and safety of premises and equipment). 21/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as set out in the early years report (Suitability and safety of premises and equipment). 21/07/2011