

Huddersfield Community Nursery (Al-Nasiha)

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

Huddersfield Community Nursery (Al-Nasiha) is privately owned by Al-Nasiha Preparatory School Ltd and was registered in 2009. It operates from three rooms within a Muslim community centre, in Birkby, Huddersfield. The playgroup serves the local and surrounding areas and has links with two of the local schools. The playgroup is situated on the first floor and children have access to a fully enclosed area available for outdoor play.

The playgroup opens Monday to Friday all year round. Sessions are from 9am until 4pm. Children are able to attend for a variety of sessions. A maximum of 23 children may attend the playgroup at any one time. There are currently 24 children attending who are within the Early Years Foundation Stage. The playgroup is registered on the Early Years Register. They provide funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Five members of childcare staff are employed at the playgroup, two of whom hold appropriate early years qualifications at level 3 or above. Three members of staff who hold a level 2 childcare qualification. The playgroup receives support from the local authority and is members of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The playgroup is currently meeting most of the requirements and the manager knows to make the necessary adjustments to security systems and staff qualifications. The staff team implements suitable plans aimed at improving areas of weakness and are committed to working in partnership with parents and other professionals. All children are included and their individual needs are met. Outcomes for children are broadly satisfactory and improving. As a result, children make steady progress towards the early learning goals and enjoy participating in messy and creative activities.

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 ensure that intruders cannot enter the premises (Safeguarding and promoting children's welfare) 20/10/2011
- ensure all supervisors hold a full and relevant level 3 qualification (Suitable people). 20/10/2011

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

- provide opportunities for staff to keep up to date with safeguarding issues
- organise systems so the children's access to outdoor play is increased.

The effectiveness of leadership and management of the early years provision

Adults are suitable to work with children as all of the required checks have been carried out on the staff and volunteers. However, not all room supervisors hold a full and relevant level 3 qualification, which is a breach of requirements. The safeguarding procedure is included within staff induction procedures, and the staff know to record any concerns and share these with the playgroup manager. The manager has completed safeguarding training. However, none of the other staff have had the opportunity to keep up to date with safeguarding issues.

The children are supervised at all times and there is a record of visitors. However, the system for managing access to the premises does not prevent unauthorised persons from gaining entry to the baby room and is a breach of requirements. Children are beginning to learn how to keep themselves safe because the playgroup has devised a fire evacuation procedure, which has been practised with them.

Self-evaluation takes into account the views of parents and staff. For instance, the staff agree upon ways of working during staff meetings and parents are asked to complete questionnaires. The staff team have demonstrated the capacity to adequately tackle any identified areas of weakness, such as linking the planning to the children's individual interests.

Staff are experienced at working with children who have special educational needs and/or disabilities and those for whom English is an additional language. For instance, staff can speak different languages, they ask other parents to translate where necessary and also use dual language books with the children. Effective and well-established channels of communication exist between all partners involved with individual children. This successfully promotes their learning, development and welfare. For example, regular meetings are held and individual education plans are fully implemented.

The children are beginning to develop a positive attitude to others. This is because the children enjoy playing with an adequate selection of resources which reflect diversity, such as books and dolls. The children also learn about cultural events, such as Eid and Ramadan. The children have some opportunities to find out about their local community as they are occasionally taken out to the local park.

An established system is in place to gain information about children before they start at the playgroup. This includes a record of their individual needs and requirements. Parents receive regular information via parents evenings, daily information sheets for the under two's and daily feedback from staff. Parents' comments are also included within their child's development record.

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

The playgroup staff are friendly, approachable and give the children lots of praise and encouragement. As a result, young children settle down quickly after leaving their parents and enjoy interacting with the staff. The children are well behaved. They are eager to put on aprons with no help from adults and fully cooperate at tidy up time, for example, they can sweep up using the dustpan and brush. Children are involved in making decisions about what they would like to do to some extent, for example, one child independently access the bricks and the dinosaurs. However, it is the practitioners who decide when and if the children can go out to play.

Resources are mostly well deployed to improve outcomes for children. However, there are occasions during the session when the children get restless. This is because their access to outdoor play during the day has been limited. The staff are taking appropriate steps to ensure that resources and the environment are sustainable. For example, children are encouraged to handle toys and books appropriately, and recycled products, such as boxes and containers, are used in art and craft activities.

Activity planning responds to the children's current interests and themes, such as 'all about me'. The system is easy to follow and all staff working with the children know how each part fits together. Children's records show their achievements and progress. Observations are linked to the six areas of learning and identify what needs to be included in planning for children's individual progress. Monitoring systems have been introduced. These help staff identify any gaps in the children's learning and show that overall the children are making satisfactory progress in their development.

Children regularly engage in activities requiring hand-eye coordination, such as using pencils, scissors and paintbrushes. The children are interested in small creatures and enjoy observing and drawing a spider, woodlouse and ladybird. They know how to use various tools and equipment, for example, they enjoy rolling and cutting out shapes in the play dough. Children enjoy joining in with action songs and rhymes and also like to sing counting songs. Some children can count up to six and can recognise and name some colours. They are also becoming interested in technology and like playing with the keyboard, mouse and computer programmes. All such activities develop children's skills and contribute to their future economic 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?	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	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
The extent to which children make a positive contribution	3
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: Met

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