

Maahad Neighbourhood Nursery

Inspection report for early years provision

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Inspection date	18/11/2011
Inspector	Lynne Naylor
Setting address	9-11 Holmrook Road, PRESTON, PR1 6SR
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Type of setting	Childcare - Non-Domestic

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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

Mahaad Neighbourhood Nursery registered in 2010. It is operated by an organisation run by a charitable committee from the ground floor of converted residential premises in Deepdale, Preston. Children have access to an outdoor area. The nursery opens Monday to Friday from 9am to 3pm, during term-times. Sessions are from 9am to 12noon and 12.30pm to 3pm with some full day places available by arrangement. The premises have steps at the main entrance and ramped access at the rear of the building.

A maximum of 24 children may attend at any one time. There are currently 32 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs five members of child care staff. Of these, one staff holds a qualification at level 2 and four staff hold a qualification at level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Each child's unique needs are effectively met and they make good progress in their learning and development. Children are cared for in rooms that are organised to be accessible and safe, although the risk assessment record does not contain all the legally required information. The manager is clear about the importance of partnership working to support children's continuity of care. The nursery has not yet had reason to try to establish partnerships with other providers. However, there is a positive relationship with parents. A well organised management team demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the risk assessment record to include all aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Suitable premises, environment and equipment)

02/12/2011

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

- strengthen the partnership working systems and make greater use of what parents know about their child's learning when planning next steps for development
- increase opportunities for children to develop their technological skills.

The effectiveness of leadership and management of the early years provision

Staff effectively safeguard and promote the welfare of children. They recently trained in child protection and fully understand and follow clear, written policies and procedures that are in line with those of the Local Safeguarding Children Board. Children's health is safeguarded in an emergency as staff hold valid first aid certificates. Suitable recruitment and vetting systems are in place to determine staff suitability to work with children. A comprehensive induction process is followed and each new staff is effectively supported and guided by an identified mentor. A useful performance review system has been introduced to appraise staff's ongoing suitability. Staff follow safe procedures to protect children on outings and take effective action to keep children safe in the building. Although, there are a couple of gaps in the record of risk assessment, which means a specific legal requirement relating to documentation is not fully met. Other records linked to keeping children safe, for example, attendance, evacuation, accidents and medicine administrations, are well maintained.

Since registration, a strong leadership and management team, who effectively communicate daily, have made good progress to efficiently organise the nursery. The three rooms and outdoor area are thoughtfully set up to enable children to choose where and with what they wish to play. Children generally flow freely around. The outdoor area is part covered, which enables children to explore most areas of learning outdoors in nearly all types of weather. The views expressed by children, parents and staff are included in the evaluation of the nursery. This leads to well targeted plans for future improvement. Staff are multilingual and converse with parents in their preferred language, which include English, Gujarati or Urdu. Parents feel well informed about the nursery through written policies, verbal exchanges and useful information on notice boards and posters. They write their views for others to read in a comment book and write their thoughts and feelings on notes, which they attach to the 'caring tree'. Parents speak enthusiastically about how much their child enjoys attending the nursery. Parents complete an 'all about me' booklet before their child starts, which helps key workers to settle the children in to the nursery. They receive adequate information on how well their child is achieving. Some useful ways of improving the exchange of information have been recently devised. There are currently no children who also attend other early years provision. However, the management team are clear about the importance of working in partnership with other settings when the need arises to support children's continuity of care.

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

Children's health, physical and dietary needs are well met. They eat simple, healthy snacks, which are toast and fruit on alternate days, with a choice of milk or water to drink. Children who stay all day bring a packed lunch. Children adopt good personal hygiene routines and maintain a very healthy lifestyle through regular exercise. They develop good coordination as they actively kick a ball to each other and ride on wheeled vehicles manoeuvring around obstacles. Children are happy, settled and display high levels of self-esteem and a strong sense of belonging. There are supervised opportunities for children to learn how to use tools safely, for example, scissors when in the creative area. Children gain an awareness of safety procedures when they talk about safety codes around fires and fireworks on bonfire night.

Children develop learning and social skills that equip them well for the future. Staff encourage children to develop safe levels of independence and to take responsibility for small tasks. For example, children wash their paint pots and brushes in the sink. Children enjoy plenty of opportunities to refine their skills in communication, language, literacy and numeracy. They choose to look at books and concentrate well as they sit in a group to listen to a traditional tale of 'Little Red Riding Hood.' Children learn letters and sounds through fun play activities, such as sounds lotto. Children concentrate well as they draw and write on paper of various shapes with crayons, pens and pencils. A child demonstrates her emerging mathematical skills; she draws around her hand and counts her fingers as she clearly explains how each one corresponds to her drawing. Children show a good interest in exploring shapes as they complete jigsaws. There are occasional opportunities for children to refine their technological skills as they operate simple equipment, such as a compact disc player.

Children choose what they would like to play with from a broad range of books, toys and craft materials. Staff play alongside children and successfully extend their learning. Indeed, interactions between the staff and children are very positive. Children who speak English as an additional language are fully supported by multilingual staff. Staff speak English first and follow up with the child's first language, which enables all children to access activities. Staff follow a useful formal system to note observations, assess children's progress and plan the next steps in their learning. Maximum use is not yet made of information provided by parents when planning next steps for children's development. However, written observations, some of which include photographs of items that children have made, clearly demonstrate that each child is making good progress towards the early learning goals in most areas of learning.

Children learn to value and respect the cultures and languages of each other. For example, they listen to stories related to Eid and make collage pictures of sheep following the story of Ibrahim. Children sometimes talk about the festivals of others, for example at Christmas and Easter. Children develop an understanding of their local community. They go for walks in the immediate area, for example, to buy fruit and bread from the shop, look at the changing seasons or visit the

Mosque. Children are beginning to gain a wider view of the world as they talk about other countries, such as Italy, while they manipulate dough mixed with oregano to make pizzas.

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