

# Madinah Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	323011
<b>Inspection date</b>	05/12/2011
<b>Inspector</b>	Karen McWilliam

<b>Setting address</b>	153 Plank Lane, LEIGH, Lancashire, WN7 4QE
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<b>Type of setting</b>	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

Madinah Nursery was registered in 1999. It operates from ground floor premises in Leigh. Children have access to an enclosed outdoor play area. It is open each weekday from 7.30am to 6.30pm, 51 weeks of the year.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 78 children may attend the nursery at any one time. There are currently 43 children aged from birth to under five years on roll, some in part time places. The nursery also offers care to children over five years in the school holidays.

There are ten members of staff, eight of whom hold early years qualifications to at least level 4. Three members of staff have a degree in childcare. The nursery provides funded early education for two, three-and four-year-olds. It supports children with special educational needs and/or disabilities and who speak English as an additional language.

The setting receives support from the local authority and has achieved a quality assurance scheme award from Wigan Sure Start.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for and very happy in the nursery where their individual needs are routinely met. The staff have a good understanding of the Early Years Foundation Stage therefore children make good progress in their learning. The staff have close relationships with parents ensuring an inclusive environment that values each child's unique qualities. Most records and systems ensure children are safe but, a few omissions in procedures and documentation have led to a number of breaches of welfare requirements. The management team evaluate their practice and demonstrate a commitment to future improvements. As a result of this their capacity to improve is good.

## What steps need to be taken to improve provision further?

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

- ensure that the safeguarding children policy includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 14/12/2011
- ensure that the medicines policy includes effective management systems to support individual children with medical needs (safeguarding and promoting children's welfare) 14/12/2011

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

- ensure risk assessments cover anything with which a child may come into contact
- ensure all staff are aware of the need to maintain confidentiality.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded by staff who implement effective systems to help ensure their safety and well-being. They are well informed about child protection and have the appropriate contact details available should there be a concern about a child. However, confidential records are not always securely stored therefore the privacy of some individuals is compromised. Robust vetting procedures and regular training ensure that all staff working with children are suitable to do so. Children are further protected because the staff keep good records, such as accident, medication and attendance records. However, the setting has not ensured that the safeguarding policy includes a procedure to follow in the event of an allegation being made against a member of staff, or ensured that the administering of medicines policy includes effective management systems to support individual children with medical needs. These omissions do not have a significant impact on the high level of care children receive because staff knowledge of procedures is secure. Children receive care in a safe and secure environment. Risk assessments are recorded and regularly reviewed to help ensure the environment is safe for children. However, risk assessments to cover anything a child may come into contact with are not in place, therefore the risks to children are not fully minimised.

The manager has a clear sense of purpose and ensures this vision is cascaded to the dedicated staff team to ensure the environment is extremely well organised and stimulating. There is a good range of resources for children to choose from including construction, games and sensory objects that effectively challenge and stimulate children. Children are learning to respect and value other cultures because the nursery has a range of resources and celebrates a range of festivals that positively promote diversity.

A self-evaluation form has been completed which includes the views of parents, children and staff. Overall, priorities for improvement are identified. The setting has promptly and effectively addressed previous recommendations. For example, the setting now provides children with opportunities to problem solve.

The setting works hard to involve parents in their children's learning. Effective systems ensure parents are well informed about their child's progress. They obtain useful information about each child, such as what they can do themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. Partnerships with other professionals are well established. The setting works closely with other

practitioners during children's transitions into new settings. Therefore children are well supported in the setting and as they move on to their new nursery or school.

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

All staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage and of the importance of learning through play. They work hard to ensure the environment is accessible and appealing to children. Skilled staff encourage and praise children continually promoting their confidence. Children in the pre-school are engrossed when they find a frog. Staff facilitate a wealth of learning opportunities, such as problem solving, investigative and creative skills. Children sing '5 little speckled frogs whilst sat on a log' and discuss the features of the frog. Staff later bring the log indoors and add toy frogs. The staff then add the resources to the continuous provision. This creates lots of conversation and interest for many weeks.

Children develop good communication, language and literacy skills because staff fully engage with them. They ask lots of open ended questions and listen intently to what children say. Children thoroughly enjoy a wide range of fun activities that effectively promote their learning. For example, children investigate objects that have the same initial sound, or wear their listening ears whilst they enjoy environmental walks. Children are becoming aware that print carries meaning as they find their own names when they have had snack, some children are forming recognisable letters and others are confidently writing their own names. Children have many opportunities to be creative, they construct their own models, paint pictures and use scissors to cut out pictures to glue onto paper. Children have access to computers and a range of electronic toys that ensure they develop good skills for the future.

Staff respond affectionately to babies. They constantly talk or sing whilst they are feeding babies their bottles. This promotes communication skills and reinforcing their confidence and self value. Staff have successfully created a nurturing and stimulating environment. Babies snuggle into key workers when they need reassurance, or relax in the sensory room as they investigate the lights. Regular observations and well planned next steps ensure that children's development is sensitively supported. For example, babies pull themselves up and then confidently and safely sit down because staff support this using favourite toys.

Children's good health is promoted well by the nursery. They are starting to learn about making healthy choices in food because they are offered healthy options such as carrot sticks, raisins and apples. A healthy eating display, with books, jigsaws and pictures further contributes to children developing healthy habits. Children are able to get out daily in the fresh air and use a range of equipment that tests and challenges their skills. For example, there is a wide range of wheeled toys, climbing equipment and swings. Therefore, children are developing good physical skills in running, jumping and walking, balancing and climbing.

Children's independence is fostered in the setting. Children serve their own drinks

and use a range of tools independently. Children's behaviour is good and they have fun with their friends. This is because staff are good role models and offer clear explanations. They learn to keep themselves safe by practising regular fire drills therefore children are safe in the event of an emergency. Staff further reinforce safety issues with the children by discussing road safety and stranger danger when they are out and about.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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