

Salma Daycare

Inspection report for early years provision

Unique reference number EY420739
Inspection date 16/04/2012
Inspector Catherine Sharkey

Setting address 12 Brunswick Street, Leicester, LE1 2LP

Telephone number 0116 2512530

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Salma Daycare registered in 2010, and re-registered under its current ownership in 2011. It is run by Salma Daycare Limited and operates from a converted two storey building near the centre of Leicester, serving the local community. Children are based in three playrooms on the ground floor, with the use of associated cloakroom facilities. Office and kitchen facilities are provided on the ground and first floors. There is an enclosed outside area for outdoor play. The nursery opens between 8.30am and 8pm from Monday to Friday during term time only.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 45 children under the age of eight years. There are currently 63 children on roll between the ages of eight months and 14 years. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are eleven members of staff who are employed to work with the children. The manager is currently studying for a degree in childcare and other staff have qualifications which include a Postgraduate Certificate of Education and levels two and three in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff show they have a good knowledge of the early learning goals through their well planned activities and meaningful conversations with children. Overall, the premises are used effectively to meet children's needs and children are making good progress. They are safeguarded well in the nursery as staff are vigilant and implement robust policies which ensure children are safe. Partnerships with parents are very good and they are closely involved in their children's learning through continuing activities at home. Staff are well motivated and improve their knowledge and skills through regular training which they cascade to all staff. They evaluate their practice in order to target areas for improvement.

What steps need to be taken to improve provision further?

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

- create an indoor environment that is reassuring and comforting for all children where they can experience quiet time.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the nursery as there are effective policies in place with which all staff are familiar. Children are closely supervised and taught to keep themselves and others safe as they are reminded not to run indoors. Detailed and effective risk assessments ensure children are safe both on and off the premises.

A good range of resources are used effectively to promote all areas of learning. Children use a small outdoor area where they play with wheeled toys, a small slide and games with balls and quoits which develop physical skills well. The rooms are well organised and children can choose their own resources from shelves and boxes. A sensory and quiet room is currently being developed, however, this is not yet effective in ensuring that all children have access to quiet time.

Staff work very well together as a team, meeting regularly to discuss improvements to their provision and to share their knowledge and skills. This means that all aspects of the provision are continually improving and evolving. The manager and room leaders monitor and appraise staff, identifying strengths and weaknesses and evaluating the provision well.

There are very good partnerships with parents and carers. Parents receive newsletters and have meetings with their children's key person at which they receive information about their progress. They are fully involved in their children's learning through working on activities with them at home, such as, sharing books which they borrow from the nursery. Parents have regular access to children's 'Learning Journeys' and contribute to these by providing information about their achievements. Effective relationships with other professionals, such as a speech therapist and educational psychologist, ensure that all children are fully supported.

Children with special educational needs and/or disabilities and for whom English is an additional language are supported well. Children's home languages are spoken by several members of staff and signing and visual timetables are used. All children are fully included in the life of the setting.

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

Children are making good progress in all areas of learning as staff have clear goals in mind when planning. They use their observations of children to plan their next steps which they incorporate into the activities. This means that the individual needs of all children are met and they are able to progress at their own pace and level. Activities are evaluated effectively which also informs planning.

Children enjoy singing, dancing, movement and playing percussion instruments. They also show their creativity in a variety of art activities, such as collage and painting and in their role play. Children learn to recognise the sounds and shapes of letters by following a phonics program and through mark-making opportunities.

They also become familiar with the words and letters displayed around their rooms. Children are learning to count, order numbers and use mathematical language in their activities and through songs and rhymes. They develop their physical skills well through their use of the gym at the Neighbourhood Centre, the large climbing equipment at the park, and the wide range of resources used in the nursery.

Staff support children very well in their learning, applying a good balance of child-initiated and adult-led activities. Children find out about the world around them through visits from a local police officer and their trips to a farm, the park, the library and the city fruit market. Older children use a computer independently and all children have access to a variety of push button toys. This means they are developing their skills for the future well. Younger children show pleasure when singing their 'hello song' and greeting each other. Their birthdays are celebrated and children learn about a wide range of cultures and festivals. For example, they make Rangoli patterns for Diwali and cards at Christmas, Easter and other celebrations. This means they are aware of diversity in their community.

Children show they feel safe in the nursery in the way they happily join in with songs and interact with staff. They move around their rooms with confidence and there is a happy and friendly atmosphere. They enjoy playing with staff and talking about their activities.

The nursery promotes healthy eating by providing fruit at snack time and healthy meals. Planned and everyday activities help children to learn which foods are good for them. They have milk at snack time and fresh water throughout the day. Children have fresh air and exercise each day and there are effective policies in place to prevent the spread of illness. Children and staff wash their hands at appropriate times during the day and hygienic practices are observed at all times, such as during nappy changing.

Children's behaviour is very good and staff set positive examples by showing respect for others. Clear boundaries are set with which children are familiar. For example, they know they have to wait patiently, listen to and watch staff for their instructions. There are good relationships between children and staff. Children learn to share and take turns. Staff intervene when necessary to show them how to be fair and respect the needs of others. Children learn to be independent as they put on their own coats and choose their activities and resources. Staff make children feel valued as they share their feelings and interests which promotes self-worth and confidence.

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	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	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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