

Abu Bakr Nursery

Inspection report for early years provision

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Inspector

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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

Abu Bakr Nursery was registered in 2011 by the Abu Bakr Trust, who run the adjoining primary school. It operates from two rooms on the ground floor in a converted terraced house in Walsall. The nursery is within easy access of local facilities. There is a fully enclosed area available for outdoor play.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is open Monday to Friday, term time only, from 8am until 4pm. Children are able to attend for a variety of sessions and come from a wide catchment area. A maximum of 19 children under eight years may attend the nursery at any one time. There are currently 16 children on roll from three months to four years. The nursery also offers care before and after school to children who attend the Abu Bakr primary school aged over five to eight years.

The nursery employs six members of staff, all of whom hold appropriate qualifications in early years. The manager holds an early years degree. The nursery receives support from the local authority and works closely with the primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management team has a clear vision for the nursery and along with staff create an inclusive environment where everyone is respected and valued. Overall, children's care and learning needs are met effectively as the setting works closely with parents and relevant professionals. Systems to evaluate and improve practice are secure and result in a continually improving setting. In the main, space and resources are used to provide a varied range of practical activities that help children learn while they play and explore. As a result, children make good progress in relation to their starting points. Children's welfare is protected through effective practices.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute more to their children's profiles, in order to monitor their development and progress
- encourage children's self-help skills and independence by allowing them to serve themselves at snack time
- develop the outdoor play area to help children develop their physical skills.

The effectiveness of leadership and management of the early years provision

Staff understand their responsibilities to safeguard children and capably describe the procedures they would follow if they are concerned about a child's welfare. They work with relevant agencies to protect children from harm or neglect and hold the relevant policies to support this. Children's safety and welfare is maintained in the nursery. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. A range of good policies and procedures are effectively implemented to ensure the smooth day-to-day running of the nursery. Risk assessments are completed to ensure children's safety both indoors and outdoors and the manager has a system for reviewing these regularly. The nursery has a developing range of age-appropriate resources, creating a child-friendly environment. Babies are cared for in a separate room where they can rest and sleep as part of their own routine while others continue to play. The structure of the day ensures that all children have daily access to outdoor play. However, the outdoor area is less inspiring for children and restricts aspects of their physical development.

A key worker is allocated to each child to aid communication between parents and enable close bonds to form with children. Ratios of staff to children are maintained; as a result, children receive good interaction. The staff provide a fully inclusive service to all children attending and ensures that no child is disadvantaged. Individual children's needs are addressed through clear knowledge of all children and their families. Parents are positive about the nursery and feel happy with the care provided, specifically commenting on the friendly atmosphere. Staff promote positive and supportive relationships with parents and carers. Information is shared around the playrooms about the Early Years Foundation Stage and there are daily opportunities for sharing information verbally, in order to meet children's individual needs. These discussions are supported by daily diaries that record food intake, nappy changes, sleep patterns and achievements for the younger children. Parents attend open evenings, receive newsletters and have access to a notice board. Parents are made aware of their children's profiles. However, they do not always actively contribute to them to ensure key persons are aware of children's learning and progress in their home environment. Staff are developing effective systems for sharing information with other settings that children attend to support their welfare and development. Links are emerging with local schools to support a smooth transition as children move on in their education. Good systems to support those learning English as an additional language are in place. Visual aids, as well as signs and symbols are used to help children understand the routines. Staff are bilingual and speak children's home language to help them to settle.

Regular staff meetings and opportunities for their development ensures that all keep up-to-date and are continually improving their skills for the benefit of the children. Together the staff team identifies strengths and areas for development and implement action plans to bring about improvements. For example, they are in the process of adopting the quality improved scheme. The manager is enthusiastic and committed to continuous improvement within the setting. Systems to self-

evaluate are developing well and contributions from staff and parents are taken on board. Parents' views are valued and sought in the form of questionnaires. Information is used to raise standards and ensure continuous improvement of the setting.

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

Good relationships are evident between the staff and children. Throughout the nursery, those new to the setting or room are appropriately comforted by staff, helping them to feel safe and secure. Staff observe children during play and record their achievements on sticky notes and in their learning journals. They use the development matters framework, highlighting any gaps in children's learning and plan next steps for them to work towards. Staff take account of children's interests and their individual learning needs and this information is used to plan future activities. Children are able to move around and select resources they want to play with. They have access to the writing table where they choose paper and writing materials. Low-level storage allows children to access toys independently and instigate their own play. However, routines, such as snack time, are not used to support children's independence skills effectively. For example, children are not encouraged to pour their own drinks or to serve themselves at snack time. This restricts their ability to develop their self-help skills.

Behaviour is good in the nursery and children begin to understand the need to share and take turns appropriately supported by staff members. Good methods are used to encourage children to adopt healthy lifestyles. They follow good hygiene routines, including regular hand washing before meals and after using the toilet. The nursery promotes healthy eating and parents are asked to supply at least two types of fruits in their pack lunches. Children learn about 'good' and 'bad' food, as well as the importance of brushing their teeth. Children take part in making healthy sandwiches with a selection of olives, tomatoes, cucumbers, cheese, tuna and chicken. This raises their awareness of what constitutes healthy eating. Children benefit from fresh air and exercise through some activities, indoors and outdoors. Children develop knowledge and understanding of the world as they plant bulbs, flowers and herbs. They develop their imagination and language skills as they play in the pretend flower shop. Children show excitement as they observe a spider in the magnifying box. They explore a range of natural materials, such as cones and drift wood. Babies access different textured objects on their sensory wall. Children develop hand-control needed for later writing as they use a range of tools in art and craft activities. Children develop writing skills as they use paint brushes with water and chalk to make marks on the paving slabs. They access books and listen attentively to a story read in English and Urdu. Children talk about events in their lives, such as going on holiday to India.

Indoors, children also develop skills for the future through the range of activities. Older children begin to explore technology as they use computer programmes to draw and colour. Babies enjoy musical toys and show pleasure as they press buttons or create a sound with the rattles. Simple mathematical ideas are introduced as children count the bugs and insects as part of their mini beast

theme. They use language to describe which insect is the biggest or smallest. They enjoy making models with play dough and designing collages of flowers, showing how different countries use these. Children's language skills are developing as staff engage in play with the children and take time to listen to them. They develop their confidence as they sing their favourite nursery rhymes and songs during circle time.

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
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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