

# Huddersfield Community Nursery (Al-Nasiha)

Muslim Community Centre, Clare Hill, HUDDERSFIELD, HD1 5BS

<b>Inspection date</b>	18/09/2012
Previous inspection date	06/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Practitioners have a sound understanding of the areas of learning and through regular observations they are aware of children's achievements.
- Children are happy and have positive relationships with their key worker. Through representing children's cultures, home language and beliefs in the setting, children's self-esteem and language is supported well.
- Arrangements for safeguarding and promoting children's welfare are sound and contribute to keeping children safe, healthy and promotes positive behaviour.

### It is not yet good because

- Not all practitioners use observations to accurately assess children's progress to help them plan appropriate activities that support children's next steps in learning.
- Written safeguarding policies lack clarity regarding the practice for using mobile phones and cameras in the setting and children's attendance registers are disorganised.
- Routines sometimes impact on children's opportunities to play and explore uninterrupted and the outdoor environment is not fully supporting all-round development.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspectors had a tour of the premises and observed activities in the baby room, pre-school room and outdoors.
- The inspectors held a meeting with the manager and looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspectors took account of the views of parents and carers spoken to on the day and through information provided during discussion with the manager.

## Inspector

Helen Blackburn

## Full Report

### Information about the setting

Huddersfield Community Nursery (Al-Nasiha) was registered by Ofsted in 2009 and is owned by Al-Nasiha Preparatory School Limited. It operates from three rooms located on the first floor of the Muslim Community Centre in Birkby, Huddersfield. The setting serves the local and wider community. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9am until 4pm and children are able to attend for a variety of sessions. There are currently 25 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to eight years. The setting is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three-year-old and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, three at level 3 and the manager is qualified to Early Years Professional Status. The setting receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure all practitioners make effective use of observation to help them accurately identify and plan for children's next steps across all areas of learning so that challenging and age appropriate activities are provided
- ensure safeguarding policies and procedures include the use of mobile phones and cameras in the setting and daily records of attendance are always accurately completed.

#### **To further improve the quality of the early years provision the provider should:**

- review and monitor the impact of everyday routines and adult-led activities so that they are flexible enough to provide children with freedom and uninterrupted time to explore and initiate their own play
- develop the outdoor environment so that it is stimulating, well-resourced and welcoming to support children's all-round development across all areas of learning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Practitioners have a sound understanding of the learning and development requirements. For example, they are aware of the seven areas of learning and, overall, this supports them in planning a sufficient range of activities across the curriculum. Generally, through regular observations, all practitioners are aware of children's abilities, although, they tend to focus their observations on children's language and physical development. In addition, not all practitioners are effectively using observations to help them accurately assess children's progress and next steps across all areas. This means that, in some cases,

activities to support children's progression are too challenging. For example, when doing phonic work, younger children in the group become disinterested in the activity.

Practitioners are actively involved in children's play and through positive interactions they ask appropriate questions to support children's learning. For example, when children describe their models, practitioners encourage them to use mathematical language, such as, big, small, tall, square and circle. Children of all ages enjoy songs and rhymes and practitioners use these well to introduce children to numbers. In addition, through activities, such as, babies exploring the corn flour and older children accessing materials which help them to make marks, children are supported in developing early literacy skills. This includes some older children writing their own names. Practitioners support children's language development well. For example, children with English as an additional language are confident speakers in this and their home language, they ask questions and engage easily in conversations. Children enjoy being physical and active. For example, babies and younger children enjoy rolling, crawling and climbing and older children enjoy riding bikes, kicking balls and jumping on the trampoline when playing outdoors. However, the outdoor resources focus more on promoting children's physical development, rather than their all-round development and learning. Practitioners provide a varied range of resources within the indoor environment, this means children have choices across all areas of learning. For example, children enjoy arts, crafts, puppets and role play, which supports their development in expressive arts and design. Through posters labelling and incorporating children's individual cultural beliefs into the setting, children have a positive self-image and self-esteem. In addition, through books, discussions and outings in the community, children are learning about the wider world and all people in society.

Practitioners seek sufficient information from parents when children start at the setting, both through written information and discussion. This means they have a sound understanding of children's likes and routines and this helps them to settle. For example, practitioners encourage young children to bring comfort items from home, such as, head scarves that have parent's scent on them so that children can feel close to their parents while at the setting. This, alongside a key person system, contributes to positive relationships between the children and practitioners. Parents access their child's progress records and have regular, informal, discussions with key workers about children's learning and progress. Consequently, they are aware of what children are doing at the setting and have adequate information about how they can support their child's learning at home.

### **The contribution of the early years provision to the well-being of children**

Through an appropriate key person system, information sharing and setting in visits, relationships between children and practitioners are positive. This results in children being happy, safe and secure in the setting. Practitioners provide routine for children which contributes to them feeling safe. However, at times these routines involve breaking children off from play to complete adult-led activities, such as, circle time, stories, phonic work and other activities. This means children's opportunities to have the freedom to explore, initiate their own play and the time to become engrossed in activities are impaired by the routine and adult-led activities. When children make their own choices,

they embrace this well and enjoy what they are doing. For example, older children become engrossed in creating and building models with the bricks, such as cameras and dinosaurs.

Practitioners are positive role models for children and through discussions each day, they remind children what is expected of them, which results in children behaving appropriately for their ages. Through gentle prompts younger children are reminded of the importance of sharing and being kind to others and older children show care and respect for their peers. This means they develop positive relationships with each other. For example, older children take the hand of the younger children and encourage them to join in the role play activities.

Practitioners provide a safe learning environment for children, for example, they put in place appropriate safety precautions, which contributes to minimising risk. For example, security on the door ensures intruders cannot access the setting unnoticed and close supervision of children promotes their safety. In addition, children are reminded of ways in which they can keep themselves safe. For example, when using the stairs children know to hold the banister and they recognise that leaving toys on the floor can lead to children falling and hurting themselves.

The promotion of children's health is supported well. For example, practitioners provide healthy snacks for children and they discuss with parents what food they should provide in children's lunch boxes to support the setting's healthy eating policy. Through walks and outdoor play, children have regular opportunities to access fresh air and to be active, this encourages them to lead a healthy lifestyle. Through regular routines, such as, hand washing, practitioners help children to learn about good hygiene practices.

The learning environment for children is welcoming, children's work is valued and displayed around the setting which provides them with a sense of belonging. In addition, children's cultural backgrounds are positively reflected, through posters, dual language signs and through incorporating familiar objects and items seen in the home into the setting.

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

Practitioners have a sound understanding of their responsibilities in promoting and safeguarding children's welfare. For example, all practitioners access safeguarding training and this means they have an awareness of the signs of abuse and neglect and the procedures for reporting concerns. However, written safeguarding procedures do not include the practice in place for managing the use of mobile phones and cameras, which may impact on the safety of younger and older children. The setting also maintains a varied range of documentation that contributes to keeping children safe, such as, evidence of suitably checks on practitioners and risk assessments. However, the system for recording children's attendance is disorganised. For example, practitioners encourage

parents to enter children's time of arrival and departure but they do not always check the accuracy of the information recorded. This means the register does not at all time include all children that are present, which may impact upon safety arrangements.

Through some self-evaluation, which includes the views of parents, staff and children, practitioners are taking steps towards identifying areas for improvement. For example, the management team recognise that some policies need to be reviewed. As a result of this they are working closely with the local authority for support and guidance in addressing any gaps. Through inductions and supervisions, practitioners are made aware of their roles and responsibilities and provided with opportunities to discuss their training needs. In addition, practitioners monitor the planning to ensure that all areas of learning are covered, the management team recognise that some practitioners are not covering all areas of learning in their observations, although steps to remedy this are still to be established.

Practitioners have positive relationships with parents and through relevant information sharing they work together to meet children's needs. For example, settling in procedures are individual to each child and take into account parent's views. Practitioners regularly discuss children's achievements and consider what parents want children to learn through activities. Discussions with parents establish they are happy with the setting. They comment on how children's cultural beliefs are fostered and how practitioners keep them informed about what activities their children have enjoyed. Practitioners work well with other professionals and agencies involved in children's learning and care. For example, when caring for children with special educational needs/and or disabilities all agencies share relevant information to set clear goals and targets to ensure appropriate interventions are in place for children needing additional help.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- implement a written statement of procedures to be followed for the protection of children which covers the use of mobile phones and cameras in the setting (Arrangements for safeguarding children)(Also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

Unique reference number	EY389595
Local authority	Kirklees
Inspection number	883564



<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	23
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Al-Nasiha Preparatory School Ltd.
<b>Date of previous inspection</b>	06/10/2011
<b>Telephone number</b>	07747 042 189

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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