

Yusra Daycare

34 Parliament Street,, Small Heath, BIRMINGHAM, B10 0QJ

Inspection date

Previous inspection date

18/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children form secure attachments with staff of their choice, helping them to feel settled and safe.
- Linguistic diversity is valued within the nursery. Bilingual support ensures that children build on their vocabulary while supporting their developing understanding of English.
- Children's personal and social development is fostered so that they develop confidence and independence.
- Clear targets for improvement are identified so that the nursery can prioritise and strengthen the service it provides.

It is not yet good because

- Written documentation does not include all of the necessary detail to ensure children are fully safeguarded.
- Staff are beginning to assess children's progress but the nature of this does not ensure that children's next steps are accurately identified.
- Resources such as books and those that promote children's sensory experiences are more scarce than resources used in other areas.

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 inspector observed activities throughout the provision.
- The inspector held meetings with the director and acting manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Sally Smith

Full Report

Information about the setting

Yusra Daycare is privately owned and run by a limited company. It was registered in 2012 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting includes a nursery and an after school club. It operates from three rooms in a converted building in the Small Heath area of Birmingham. It is accessible to all children and serves the local area. A large indoor play space is accessible for physical play.

The nursery opens Monday to Friday from 9am to 3.30pm during term time only. The after school club opens from 4pm to 7.30pm. Children are able to attend for a variety of sessions. There are currently 36 children on roll aged from two months to under five years. The nursery caters for children who are in receipt of nursery education funding and supports children with English as an additional language.

The nursery employs 10 members of staff, nine of whom are qualified to levels 2 and 3. One member of staff has a Foundation Degree in early childhood studies.

What the setting needs to do to improve further

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

- support parents, who do not have a good understanding of the English language, in providing detailed and accurate information about each child in their care.

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

- develop monitoring systems so that information obtained from assessment is consistently used to plan for the next steps in children's learning
- increase resources to improve all children's literacy skills through a wide range of books and develop their sensory experiences, for example, through the use of treasure baskets.

Inspection judgements

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

Staff have a suitable knowledge and understanding across all areas of learning. Planning ensures that a range of activities are incorporated to cover each of these areas. Many children attend for short periods of time while their parents attend adult learning programmes, and all children and parents speak English as an additional language. Therefore, staff recognise the importance of primarily focusing on children's personal, social and emotional development and their communication and language skills. Systems to assess children's learning and development begin with determining their home language and starting points. This is done through initial observations by staff and in discussion with parents to find out children's likes and dislikes. Staff continue to assess children, although the information obtained is not consistently used to strengthen children's learning and development and plan for their next steps.

Staff respond to children's interests through planned and spontaneous activities. For example, children are keen to develop a transport themes when using construction

resources. Staff extend this through an art and craft activity as children create their own airline pictures which are proudly displayed on the wall. Recyclable cardboard boxes provide fun as these are transformed into cars.

Linguistic diversity is valued within the nursery, and staff provide opportunities for children to develop their home language while playing. Bilingual support ensures that children build on their vocabulary while supporting their developing understanding of English. Young children, especially babies, are comforted by songs and lullabies sung in their home language. Group times enable children to share experiences and demonstrate what they know, singing nursery rhymes and talking about things that are significant to them in front of their friends. Children are not placed under any pressure to speak unless they feel confident and staff continue to talk to children with the expectation that they will gradually respond.

While there is no outdoor provision, children's physical development is also incorporated in the daily routine. Space is used creatively to enable children to run around and use a range of different resources and equipment. They use balls to perfect their skills in catching, throwing and kicking, there are tunnels to crawl through and they participate in indoor races. A local park provides some opportunities for children to get outside in the fresh air. A range of paints, glue, shredded paper and other materials are easily accessible for older children to access independently and use creatively. Babies can also join in the fun as large sheets of paper are placed on the floor so that they can crawl over and begin to develop their skills.

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

Staff are very focused on ensuring that children's personal and emotional development is fostered, particularly when they settle into the nursery. Staff ensure that children's daily routines are met, particularly around meals, toileting and sleep, recognising this is essential in helping children to feel settled. They acknowledge that children often make close attachments with a particular member of staff. They respond to this by encouraging children to make choices, for example, by expressing their preference for a key person. This helps children to feel safe and secure and builds a firm foundation for developing independence and exploration, particularly for young babies. Staff build routines which are regular, helping children to gain a sense of order and know what is happening next. In addition, children learn about boundaries and expectations. For example, they know that they wash their hands before lunch and sit at the table to eat. Children quickly take on responsibilities, tidying away their toys when they have finished and clearing away their plates and cutlery after eating.

Staff respond to babies and children's communications, both verbal and non-verbal. They recognise that body language, gesture and signs are an important form of communication, particularly as English is not the children's first language. Staff are sensitive to the messages that children convey. They offer cuddles and reassurance and help children in developing confidence to explore their surroundings. Photographs and displays are placed at children's eye level and they enjoy pointing at familiar faces or something that attracts their attention. This helps children to develop a sense of belonging and feel valued. Space

provides plenty of scope for children to explore their surroundings and the resources available to them. These are placed where they are easily accessible so that children make choices. However, there are fewer resources for babies, such as treasure baskets, that help to promote sensory experiences. In addition, there is not a wide range and variety of books to fully support children's literacy.

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

Staff have a sound understanding and knowledge of safeguarding issues and the procedures to follow should they have any concerns. Visitors to the setting are routinely requested to produce identification and sign in and out. They are informed of the nursery's policy that in the interest of children's safety, mobile phones and cameras are not permitted to be used inside. Recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and well motivated. All aspects of the environment are checked on a daily basis to ensure that areas used by children are safe. Records for children are maintained. However, some parents, who do not have a strong understanding of the English language, have difficulty completing the forms. Therefore, they do not contain all of the necessary detail and this potentially compromises children's safety.

Staff recognise the importance and value of establishing positive relationships with parents and, where relevant, external partners, particularly as many children attend sporadically. They are building systems to ensure that information is regularly shared in a variety of formats primarily through a key person system. In addition, staff recognise the importance that the entrance makes in creating a welcoming and inviting setting. Therefore, displays of photographs and children's work are beginning to adorn the walls, making links to the Early Years Foundation Stage so that parents are informed of the areas of learning and development.

The manager is new in her post and therefore recognises that systems for evaluation are not yet robust. However, she has spent her time monitoring the nursery and talking to staff to prioritise immediate and future targets for improvement. For example, she has reorganised staff to ensure that each of the children's playrooms has a member of staff trained in the revised Early Years Foundation Stage. This means that other staff can be appropriately supported in delivering the learning and development requirements. While the nursery establishes itself, weekly meetings have been arranged so that staff can work closely together and identify needs. Systems to observe and assess children's progress is an ongoing agenda item. This is to ensure that staff develop their confidence in assessing the progress children make consistently across all areas of learning. The manager has systems in place to monitor staff development through appraisals, meetings and training. All of the staff team clearly articulate their future targets, which are being prioritised one at a time so that they can be effectively implemented. There is a clear sense of purpose about what they want to achieve and how this will benefit children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY441062
Local authority	Birmingham
Inspection number	850297
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	36
Name of provider	Yusra Daycare Ltd
Date of previous inspection	Not applicable
Telephone number	

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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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