

Amanah Day Nursery

The Bordesley Centre of Further and Higher Education, Stratford Road, Sparkhill, BIRMINGHAM, West Midlands, B11 1AR

Inspection date	16/11/2012
Previous inspection date	28/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Resources are easily accessible in all rooms so that children can direct their own learning.
- There are good, varied and imaginative experiences for children delivered by practitioners who have good knowledge of the areas of learning, and a clear understanding of how children learn.
- A supportive key person system enables staff to develop positive relationships with the children and their parents. Therefore, the needs of the children are routinely met.
- Children develop good independence and self-help skills because staff provide them with guidance that successfully helps them attempt and achieve things for themselves.

It is not yet outstanding because

- Systems for monitoring assessment records have not been fully developed to ensure all children's skills, abilities and progress are identified.
- Opportunities for younger children to explore natural materials within everyday play have not yet been fully embraced.

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 and care routines in the nursery, all play rooms and outside area.
 - The inspector looked at children's progress records and planning documents.
 - The inspector spoke to staff and parents during the inspection.
- The inspector met with the manager of the nursery and checked evidence of
- safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Jennifer Turner

Full Report

Information about the setting

Amanah Day Nursery registered in 2000. The nursery is one of the facilities run by the Muath Trust which is a charitable organisation. The setting is located within a community centre in the Sparkbrook area of Birmingham. The nursery follows an Islamic ethos and is open to all sections of the local community. Children have access to an enclosed outdoor play area. It is open each weekday from 8am until 6pm all year round except for bank

holidays.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 65 children on roll. There are 12 members of staff, including managers, who work with the children. All have appropriate early years qualifications to at least National Vocational Qualification Level 3. Students and volunteers also work in the setting. The setting provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- strengthen the systems for the monitoring of assessment records to ensure all children's skills, abilities and progress are fully identified
- extend opportunities for younger children to explore natural materials within everyday play.

Inspection judgements

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

Staff demonstrate a good knowledge of the educational programmes and provide children with a good range of experiences across all areas of learning. They provide a bright and interesting environment where resources are easily accessed by children which enables them to explore and investigate. The learning environment offers a wide range of good quality materials and resources that add breadth to children's experiences. Children make marks using paint, coloured pens and paint. They create bright and colourful pictures with glitter for firework displays and Diwali cards and candles.

Babies all round development is well supported. They can move freely and safely within the environment, using various equipment and resources to help them to confidently move onto their next stage of development. Staff encourage babies to use most of their senses as they explore water. However, opportunities for them to explore natural materials within everyday play has not been fully considered. Planning is adapted to respond to children's individual interests. Staff have a good understanding of how to engage with children and recognise that children learn through play. Children enjoy playing with tea bags in the water tray as they pretend they are making tea for staff. All children benefit from opportunities to play outside on a daily basis. For example, staff working with older children skilfully recognise when they become more boisterous and provide them with the

opportunity to run and play outside. Boys are very active and adore rough and tumble play and lively, energetic games. They enjoy pretending to be super heroes, running around with toy screw drivers, saws and hammers, pretending to fix furniture whilst singing familiar rhymes and songs that fit in with the game.

Effective arrangements are in place to gather details of children's starting points on their entry to the setting. Staff undertake regular observations which are recorded in children's 'learning journeys'. The information obtained is used to assess the progress children make and identify their next stage in learning. Staff have started to use the 'Development matters' as they assess the children. However, systems for monitoring children's skills and abilities is not yet fully monitored. Parents are encouraged to participate in this system and many provide observations made at home, which is included in the learning journeys. All children are developing good language and communication skills. Younger children thoroughly enjoy singing familiar nursery rhymes, such as 'Wind the bobbin up', 'Baa, baa, black sheep' and attempt to join in with the actions. Children develop good independence and self-help skills because staff provide guidance that successfully helps them do things for themselves. For example, children pour their own drinks and help themselves at snack time. They are developing numeracy skills as they count objects and find the matching numbers. Children show interest in the magnetic shapes, seeing how many shapes they can stick together.

Children learn about their own cultures and faiths, and those of others in their community. They share and celebrate a range of festivals and special events, such as Diwali and Eid. Children observe their religious custom as they spend time praying and practising for the Hajj performance. They see words displayed around the nursery in English and Arabic, the main language spoken in the community, and bilingual staff support other languages spoken. Where children require additional support staff work very closely with parents and other professionals to ensure that each child receives consistent and targeted guidance. Close links with the children's centre located on the first floor ensures children and parents are well supported. Many parents are knowledgeable about the Early Years Foundation Stage and express pleasure at the opportunities they have to share and discuss children's progress with the key persons. Parents state that they feel their children are 'really happy, my son's behaviour has improved. He has learnt a few words and communicates with others'. Another parent said 'we have been so impressed by aspects of care and education', 'we would like to make a special mention to praise staff for what wonderful teachers they have been. The activities and atmosphere are excellent, keep up the brilliant work'. A further parent comment shows 'staff are really good here, they take time to talk to me about my child's day, my child has settled easily'.

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

Children are confident and feel emotionally secure. Staff are friendly, approachable and receptive to children's needs and feelings. They listen to children and encourage their ideas and choices. Using the emotions board children are able to let staff know if they enjoyed certain activities. They also ensure children know what is expected of them, so they behave well. Children sit and listen when needed and are eager to help, readily responding to the prompt for 'tidy-up time'. Children's safety is a high priority for staff.

Effective daily and monthly risk assessments provide a safe environment so that children stay physically healthy and develop a good understanding of how best to use toys and equipment. For example, wearing hard hats and carrying a clipboard they carry out their own risk assessment of the nursery environment. They help clear away unused toys to prevent trip hazards and join in discussions with staff about why they must not climb on furniture, what to do if water is spilt on the floor and how to use scissors properly. Children develop a clear understanding of hygiene as they follow appropriate hand washing routines before eating and after using the toilet.

All children learn to adopt very healthy lifestyles through a varied, healthy diet, which includes fresh fruit and vegetables, as well as regular drinks. Children are active and enjoy participating in a range of physical activities such as climbing and riding wheeled toys. Children behave well and understand how to play cooperatively. They learn to share and take turns as staff explain to them why they have to wait their turn on the bikes. Older children are encouraged to resolve situations for themselves and praise is freely given to boost children's positive self-esteem, along with stamps and stickers. Children are well prepared for the next stage of their learning as they transfer to local schools.

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

Arrangements for safeguarding children are strong. The newly-appointed manager implements rigorous safeguarding procedures by ensuring staff effectively promote children's welfare and safety. The manager and staff fully understand their role to protect children from harm. They take prompt action to minimise the risks to vulnerable children and sensitively help families who may be facing difficulties through their close links with the children's centre.

There are robust procedures for vetting staff to check that they are suitable to work with children. The premises is secure with CCTV fitted to the entrance and there is a thorough procedure in place to check the identity of visitors. Children have a good knowledge of the evacuation procedures, which promotes their safety in the event of an emergency. They respond well when the alarm is triggered during the inspection, lining up sensibly ready to be escorted outside. Risk assessment is detailed and any hazards are minimised as the staff carry out daily checks of the building and outdoor area. Staff use their knowledge of children's starting points and observations to plan and provide appropriate activities to promote children's development, and monitor their future progress. All staff are using the revised Early Years Foundation Stage, and planning now focuses on the revised areas of learning. All staff are well supported by the centre teacher.

The staff demonstrate a good awareness of their strengths, with the manager observing and monitoring practice regularly. Regular staff appraisals identify training needs effectively and the manager responds positively by providing appropriate training opportunities. Staff agree targets at appraisals, which are monitored closely to promote further improvement effectively. The manager and staff members work closely with advisors from the local authority and other local early years settings to evaluate and monitor the provision as a whole. Effective self-evaluation includes feedback from staff,

children, and parents and is used to identify the nurseries strengths and areas for further development. Improvements already made greatly benefit the children. These include changing the play rooms to enhance learning, and developing communication systems to share information with parents.

The newly formed 'Children's Council' provides opportunities for children's voices to be heard. This group are able to have a say in the purchase of toys and resources, such as wanting a big dinosaur. Partnership with parents is very good. Parents feel involved and welcome at the setting and report that they find all the staff approachable. They feel well informed about their children's activities and progress, through daily contact with staff and regular updates, together with access to their children's records. Parents receive clear information about the nursery and know who their child's key person is. Staff regularly share information with parents about their children's progress and monitor the effectiveness of new methods for involving parents in children's learning. The 'wow moments' board, 'quality first' booklet and suggestion box, enable parents to comment about their children's learning at home and to have their voice heard about the nursery.

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	227197
Local authority	Birmingham
Inspection number	890938
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	65
Name of provider	The Muath Trust
Date of previous inspection	28/04/2009
Telephone number	0121 753 7780

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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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