

# Khadra Daycare

Nechells Regeneration Project, Nechells, Birmingham, B7 5PD

## Inspection date

Previous inspection date

24/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children develop curiosity and a positive disposition to learn within a safe, welcoming and happy environment.
- Children make good progress as learning is effective, exciting, varied and progressive.
- Children thrive at the setting because their health and safety is awarded high priority.
- A child-and-family centred approach ensures that all children are cared for appropriately for each family.

### It is not yet outstanding because

- Opportunities to involve children in learning which takes them into the local community are not yet fully exploited.
- There is more scope to glean the thoughts and feelings of parents to help shape future provision.

## 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 activity in the indoor and outdoor learning environments.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records, planning information, and a range of other documentation.
- The inspector took account of the feedback from parents and carers, and of the information included in the setting's self-evaluation document.

## Inspector

Lisa Parkes

## Full Report

### Information about the setting

Khadra Daycare was registered in 2012. It is one of five privately owned nurseries run by Isra Daycare Limited and operates from a large business centre in the Nechells area of Birmingham. The nursery is close to local amenities and provides childcare for parents on courses. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens five days a week all year round, except for public holidays. Children attend for a variety of sessions from 8am until 5pm. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare. There are currently 49 children on roll within the early years age range. The setting cares for children who are in receipt of nursery education funding.

The nursery employs 11 practitioners including the manager. Of these, five hold early years qualifications to level 3, one is qualified to level 2 and the remainder are currently working towards a qualification. The manager holds a foundation degree in early years. The nursery receives support from the local authority.

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

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

- open up opportunities for children to visit different parts of the local community
- explore different ways to obtain parents' views on the care and education provided to help shape future provision.

### **Inspection judgements**

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

Children enjoy their learning and engage in a wide range of motivating learning experiences. Babies adore messy play and have fun as they handle sand, water, jelly and cornflour. Warm and trusting relationships with knowledgeable adults support their learning. Painting is popular, and babies take pleasure exploring the stimulating sensory corner with black and white materials, shiny items and mirrors. Babies enjoy close and affectionate relationships with their carers and show through their body language that they feel happy, safe and secure. They listen with pleasure to stories and nursery rhymes and happily explore their environment. Practitioners tune into babies, taking their lead and direction from what they do. As a result, babies are actively led forward and begin to make connections in their learning.

Older children confidently self-select and lead their own learning. Activities are skilfully pitched to build upon children's prior learning. A wide range of activities, such as, papier mache, play dough, role play and information technology, successfully capture their interests. Practitioners scaffold children's learning by observing, listening and discovering what they like to do. Consequently, children learn with enjoyment and challenge. They make good progress as they learn about colours, numbers, letters and shapes.

Practitioners use encouraging, friendly and lively approaches to increase children's motivation. They are well deployed to support children's learning and welfare. Attendance is very enjoyable, and the rich, varied and well-equipped environment supports children's learning and development.

Practitioners demonstrate a strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Schedules and routines flow with the children's needs. Effective planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a good balance of adult-led and child-initiated activities, and the routine is very flexible to enable them to pursue their own interests. Presently, practitioners do not make full use of the local environment to extend children's knowledge of people and communities. Nevertheless, practitioners strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.

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

An effective key person system ensures that all learning opportunities match children's individual needs. Practitioners are skilled at boosting relationships and routinely encourage children to share, take turns and play cooperatively. Consequently, children establish friendships and play and learn harmoniously. Relationships are strong and practitioners are sensitive in their management of children and their behaviour. Children develop a good sense of responsibility as they tidy away their toys, set the tables, help out with simple tasks that interest them and feed themselves. Practitioners act as very positive role models and, consequently, children show good self-control. Care practices are good and children display a sense of belonging.

Practitioners offer warm and responsive care and keep a firm focus on children's individual needs. High priority is given to the safety of children and clear messages ensure they gain a good understanding of keeping healthy and staying safe. Children are fully supported at times of transition. Transition documents are completed in detail and there is a strong focus on school readiness. As part of this, children learn valuable self-care skills, such as, holding cutlery correctly, dressing and undressing unaided, serving food and pouring drinks. A vibrant display entitled 'Look What I Can Do' showcases children's emerging independence. A simple set of positive rules helps children to distinguish right from wrong. Children have ample opportunities to reflect on their behaviour during circle time.

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

The manager is ambitious, holds high aspirations for every child, and is committed to building the foundations for future success. She skilfully employs a whole-setting approach and leads a collaborative learning culture. As a result, practitioners share knowledge, question practice, test new ideas and embark upon regular training and development. The manager recognises the value of continuous quality improvement and uses self-evaluation to improve the quality of provision for all children. Practice is routinely monitored and

informal meetings and formal supervision sessions provide the basis for review. The manager plays an active, hands-on role in the life of the provision and practitioners have gelled very well as a team. Safeguarding is awarded highest priority, and the arrangements for safeguarding children are robust, regularly reviewed and fully understood. Robust recruitment and selection and risk assessment processes, along with constant reappraisal of the environment, ensure that children's is secured safety at all times.

Promotion of equality of opportunity is at the heart of the provision. Practice is fully inclusive and practitioners build caring and respectful relationships with all children and their families. Although parents are provided with high quality written information about the provision, they currently have limited opportunities to share their thoughts, feelings, comments and suggestions on a formal basis to help shape future provision. As a result, opportunities to help children and their families recognise that they are valued are not fully exploited. However, parents are very complimentary about the service provided, and comments such as 'we love it here', 'the staff are very friendly, helpful and accommodating', and 'we feel completely valued' epitomise their views. The provision works very well in partnership with other professionals, such as the area special educational needs coordinator, to promote consistency of care. Firm links exist with the local children's centre and this makes a strong contribution to children's achievement and well-being. Practitioners offer warm and responsive care and keep a firm focus on children's individual needs.

### 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

<b>Unique reference number</b>	EY451789
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	811441
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 0
<b>Total number of places</b>	0
<b>Number of children on roll</b>	0
<b>Name of provider</b>	Isra Daycare LTD
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01216614923

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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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