

Isra Daycare

SKN Business Centre, 1 Guildford Street, Birmingham, West Midlands, B19 2HN

Inspection date

23/04/2013

Previous inspection date

07/07/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Children's needs are not met because risks to their health and safety are not suitably identified or minimised and staff are not deployed effectively.
- The lack of appropriate supervision arrangements means that staff do not receive effective training, support and guidance.
- Self-evaluation is not robust enough to fully monitor and review practice, and ensure all legal requirements are met, such as employing a capable and suitably qualified deputy.
- Assessment is not used effectively by staff to track children's progress, to plan for their individual needs and identify the next steps in their learning. Consequently, children's learning potential is restricted.
- Opportunities to encourage parental involvement are not maximised and not enough information is exchanged between staff and parents about children's progress and achievements. This means that children are not effectively supported to reach their full learning potential.
- Children do not always have access to a suitable range of resources to successfully support all areas of their learning and development. Consequently, their enjoyment and progress is hindered.

It has the following strengths

- Staff are caring and friendly. As a result, children settle easily and their parents are reassured.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 nursery in both indoor and outdoor spaces.
- The inspector spoke with the registered person, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents gathered through discussion.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the manager in the pre-school room.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Carol Johnson

Full Report

Information about the setting

Isra Daycare is run by Isra Daycare Limited and re-registered in 2011. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are cared for in four main play rooms from a large Business Centre in the Lozells area of Birmingham. The nursery is close to local amenities and provides childcare for parents on courses. There is a fully enclosed area available for outdoor play.

The nursery employs 13 childcare staff. Of these, five hold appropriate early years qualifications at level 3 and four at level 2. Three staff are working towards a level 2 qualification. The nursery manager holds a foundation degree in early years.

The nursery opens five days a week all year round except for public bank holidays. Sessions are from 8am until 3pm. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

make sure staffing arrangements meet the needs of all children and ensure their safety; this specifically refers to ensuring that the manager is deployed effectively to monitor and review practice and the provision as a whole, and to provide effective supervision for staff

take appropriate steps to protect children's safety; this specifically refers to ensuring risk assessment procedures are effective and followed by staff

ensure all areas of the premises are safe and secure so that children are unable to leave the premises unsupervised or unauthorised persons able to gain access.

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

- ensure there is a capable and suitably qualified named deputy to take charge in the absence of the manager
- foster a culture of continuous improvement by implementing effective systems for self-evaluation to obtain a clear view of what the nursery needs to do to develop and to bring about improvements for children
- promote the good health of children by ensuring that effective hygiene and food safety procedures are followed: this specifically refers to monitoring fridge, freezer and food temperatures; ensuring a lid is fitted to the bin in the kitchen; ensuring food is stored appropriately, and improving handwashing arrangements for children
- involve parents in children's learning by; improving the exchange of information, and encouraging them further to enhance children's learning and development at home and in the nursery
- provide challenging and enjoyable experiences for children in all areas of learning by: using robust observation and assessment of children's learning to plan for individual children, and to identify their next steps
- develop the educational programme further by providing more resources to support children's play and learning in the outside environment; to encourage reading and writing for a purpose during role play in the pre-school room, and provide more books that reflect the culture and home languages of children attending the nursery.

Inspection judgements

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

On the whole, children appear happy and settled. However, their learning potential is impeded because staff do not always plan experiences that match children's individual needs and provide sufficient challenge. For example, children do not have access to many resources to use when outdoors. Also, staff fail to make outdoor play experiences interesting and fun. The outdoor area has a climbing frame and two swings within it, and very little else. On occasions, children participate in growing activities outside and staff sometimes take a selection of indoor resources outside. Nonetheless, during the inspection, a group of pre-school children in the outside area appeared bored and disinterested. Staff interaction with the children, on this occasion, was limited. Also, there were insufficient resources to stimulate children's interest and learning potential. Staff, supervising these children, were unable to suggest ways that they could make outdoor play more beneficial and interesting. This shows that some staff lack sufficient knowledge and understanding of ways to effectively support and extend children's play and learning.

Staff observe children and exchange some learning and development information with parents and other professionals. Each child has their own learning and development record known as their 'learning journey'. This contains the child's observation records, photographs of them engaged in play and some examples of their artwork. However, the quality of children's 'learning journeys' is inconsistent; some contain very few entries and others have observations that are undated or provide very little useful information. Some staff lack the knowledge and skill to maintain progress records effectively and this means that information gathered is not always accurate or used to best effect. For example, staff do not use what they discover about each child's interests, needs and abilities to successfully plan what is next for individual children. Parents are told that they can view their child's 'learning journey' at any time but they are not successfully encouraged to share what they know about their children or to be involved in children's learning at home and in the nursery. Consequently, children's learning potential is hindered.

Children make some progress in their learning and development, and participate in a satisfactory range of child-initiated and adult-led experiences. Staff provide children with a range of materials and objects to explore and investigate. Babies show curiosity as they press buttons on musical toys and toddlers build with construction toys. Pre-school children create pictures using paint, make models with dough and enjoy water play. Staff read stories to the children and engage them in conversation. As a result, children develop language and an interest in books. Pre-school children enjoy acting out familiar experiences in the role play area and have fun putting on various hats and items of clothing. They pretend to make meals using play food and staff extend their learning by introducing a discussion around healthy eating. They ask children questions and show interest in their responses. Consequently, children are keen to communicate and know that their thoughts are welcomed and valued. However, children's learning potential and enjoyment is reduced because resources to support their play, in some respects, are limited. For example, children do not have access to books that reflect their home culture and language. Also, there are no resources in the pre-school role play area that encourage

them to read and write for a purpose.

Staff support children to develop some of the skills they will need in later life. For example, pre-school children have access to a computer and learn how to operate the mouse and use simple software. They are learning to write and recognise their names, and to count and calculate as they join in with number rhymes. Most children speak English as an additional language and staff encourage their communication through the use of visual aids and key words in children's home languages. In addition staff sing rhymes and songs in different languages and this enhances children's enjoyment and provides reassurance to babies; it helps them settle and relax.

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

The provider is not sufficiently vigilant about ensuring children are kept safe and healthy. Risk assessment is ineffective and staff do not always complete thorough safety checks or effectively monitor security. The nursery provides food, throughout the day, for most children. Snacks and meals are suitably nutritious and include plenty of fruit and vegetables. Furthermore, all staff have attended food safety training. However, children's health is not assured because knowledge acquired through food safety training is not sufficiently reflected in staff practice. For example, fridge and freezer temperatures are not monitored and staff do not check the temperature of hot food before serving. The bin in the kitchen has no lid, a drawer front is missing off a unit where food is stored and some food is stored with open packaging. Also, staff do not always promote effective hand washing procedures and ensure children have access to suitable hand drying facilities. Therefore, children's health is compromised and they are at risk of cross-infection.

Staff are warm and approachable and the nursery key person system provides some support for children's transitions. Flexible settling-in procedures allow new children to settle at a pace that meets their individual requirements. Key staff exchange some information with parents, both when children start, and on an ongoing basis in relation to their care. For example, they talk to parents about their children's home routines, individual needs and comfort items. In addition, staff provide some support for children's transitions between different rooms within the nursery. Staff assess when individual children are ready to move on and discuss this with parents. Arrangements are made for the child to visit the new room for short periods before the planned move date. These visits enable children and staff to get to know each other better and familiarise children with routines and the environment. Consequently, children settle easily and parents are reassured. Staff help prepare children for the move to school by talking to them about what to expect and reading relevant stories. Staff encourage pre-school children to develop some independence skills, for example, visiting the toilet, pouring drinks and serving some food. Children learn to act in a safe manner as they take part in fire drills and learn about road safety on outings.

Children are at ease in the nursery and friendships are evident between some of the children. Some pre-school children eagerly invite others to join in their play and are starting to share and take turns. On the whole, children behave appropriately,

demonstrate good manners and show some consideration for others. Staff suitably encourage children's good behaviour and achievement through praise and positive body language. In pre-school, children's behaviour is sometimes rewarded through stars marked on a chart; this enhances their behaviour as children are keen and proud to receive these.

Children have plenty of space to play and rest. The nursery is welcoming and examples of children's artwork adorn the nursery and enrich the environment. A suitable range of resources is stored within easy reach of children and they make some independent choices about their play. For example, in the pre-school room children help themselves to an array of craft and writing materials. Babies access toys placed in baskets and boxes on the floor, and staff encourage them to explore and investigate the available selection. The outdoor area is used by all the children, on a daily basis, and as a result, they experience plenty of fresh air and exercise. Children learn how physical exercise uses energy and makes their heart beat faster. In addition, children learn to use some outdoor equipment safely and sensibly. Indoors, children participate in action songs and learn to name and use different parts of their body.

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

This inspection was brought forward following a concern raised with Ofsted in relation to the security of the premises and the safety and supervision of children. No evidence was found to confirm that there had been an occasion where children had left the premises unsupervised. However, the provider was found to be not meeting a number of the requirements of the Statutory Framework for the Early Years Foundation Stage, including some in relation to safety, security and supervision. These breaches also apply to some of the requirements of the Childcare Register. Consequently, children's well-being is compromised and their learning and development are not fully supported.

Children are at risk because staff are not always sufficiently vigilant with regards to their health and safety. Food safety and hygiene procedures fail to meet required standards and compromise children's good health. Daily safety checks, carried out by staff, are not thorough enough and fail to identify or minimise various risks to children's safety and well-being. For example, effective procedures are not in place to ensure children are unable to leave the premises unsupervised or to prevent unauthorised persons gaining access. Gates between the outdoor play area and the pavement at the front of the building are not always secured when children are playing outside. The manager describes how when children are outside and the gate is unlocked, a member of staff is deployed near the gate to monitor safety. However, this was not the practice observed during the inspection. Furthermore, the door from the rear of the building, leading into the outdoor play area, has been vandalised and is not secure; it can easily be pushed open and the intercom is broken. Litter and cigarette ends are evident in the outdoor play area and some of the fencing is in need of repair. Once these hazards were highlighted to the registered person prompt remedial action was taken. For example, the outdoor area was cleaned and weeds removed, and a new padlock was purchased for one of the gates. Nonetheless, the provider shows a reactive attitude to risk and there is a lack of effective monitoring of

procedures and staff practice.

Ratio and qualifications requirements of the Statutory Framework for the Early Years Foundation Stage are met. However, the provider fails to ensure that the nursery is managed appropriately. The manager is not always working on the nursery premises and arrangements to ensure a suitable and capable person is left in charge in her absence are inadequate. As a result, standards at the nursery have considerably declined. Self-evaluation has not been sufficiently developed to focus on areas which need improvement and to ensure children's welfare and learning development needs are met. Systems for monitoring and reviewing all aspects of the nursery lack rigour and means the registered person and manager are unaware of many aspects of poor staff practice. Regular opportunities for management and staff to discuss any relevant issues, either as a team or on a one-to-one basis, are not effectively planned or provided. The manager is often pre-occupied with administrative tasks or working off the nursery premises. She is unaware of some gaps in staff knowledge and does not always have the time or opportunity to observe staff practice on a regular basis. This means that the manager is unable to accurately identify staff training needs and arrange targeted guidance and support. The manager is not fully aware that some staff are unclear as to how to assess children's progress and plan effectively for their next steps; she has not monitored the consistency and quality of observations and progress records. Consequently, the value of information about children's individual needs and progress, exchanged between staff, parents and other professionals, is greatly reduced; this has a negative impact on children's well-being and their learning and development.

The registered person relies on the manager for the day-to-day running of the nursery and does not provide clear leadership or direction for the staff team. Nonetheless, staff show a clear knowledge and understanding of child protection. All staff have received relevant training and know what to do should they have concerns about a child or an adult working in the setting. Staff confidently describe some of the signs and symptoms of abuse and understand appropriate recording and reporting procedures. A clear written policy supports staff practice and this is easily accessible to parents and/or carers. All adults working in the nursery have been appropriately vetted and children are only released into the care of authorised individuals. Required information is obtained from parents and the provider understands the procedures for notifying Ofsted of significant events and changes.

Friendly relationships exist between staff and families using the nursery. General information about the nursery and children's well-being is exchanged in a variety of ways. For example, information is shared via notice boards around the nursery and verbally when parents and/or carers drop-off or collect their children. Many families speak English as an additional language and two-way communication is supported by a diverse staff team; many staff speak and/or understand a variety of community languages. The nursery has established suitable links with agencies in the local authority to support the inclusion of children with any special educational needs and/or disabilities. There are no children currently at the nursery who also attend other early years provision; however, staff recognise the value of working closely in partnership with parents and others. On the whole, parents and carers interviewed during the inspection praise the nursery. They

comment on the welcoming atmosphere, how happy their children are to attend and praise the friendliness of staff.

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:

- ensure that any person caring for, or in regular contact with, children has skills and experience suitable for the work; this specifically refers to ensuring that the named deputy is suitable and capable for the role (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare; this specifically refers to ensuring risk assessment procedures are effective and followed by staff and ensuring children are unable to leave the premises unsupervised or unauthorised persons gain access (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks; this specifically refers to ensuring effective hygiene and food safety procedures are followed by staff (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks; this specifically refers to ensuring effective hygiene and food safety procedures are followed by staff (voluntary part of the Childcare Register)
- ensure that any person caring for, or in regular contact with, children has skills and experience suitable for the work; this specifically refers to ensuring that the named deputy is suitable and capable for the role (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare; this specifically refers to ensuring risk assessment procedures are effective and followed by staff and children are unable to leave the premises unsupervised or unauthorised persons gain access (voluntary part of the Childcare Register).

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 action. 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	EY420833
Local authority	Birmingham
Inspection number	914388
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	56
Name of provider	Isra Daycare Ltd
Date of previous inspection	07/07/2011
Telephone number	0121 661 4920

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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, which are usually the childminder's 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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