

Yusra Daycare

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

Inspection date

22/04/2013

Previous inspection date

18/09/2012

The quality and standards of the early years provision

This inspection:

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

- A wide range of resources and imaginative displays of children's work create a welcoming environment. This supports children's learning and helps them to settle and enjoy their time at the nursery.
- Children are happy in the nursery and are generally well behaved; they respond positively to guidance from staff, for example, to share. Consequently, they develop respect for others.
- The managers and staff work generally well with parents and external agencies to ensure children receive the support they need.

It is not yet good because

- There is scope to further improve the monitoring of the learning and development requirements to ensure all staff support children consistently well, and to help all children make better progress towards the early learning goals.
- There is room to extend safety precautions within the bathroom area to ensure children are not exposed to hazards associated with wet floors, and to provide better facilities for drying hands. At present, some children are at risk of cross-infection because they have opportunities to access and share each other's beakers.
- The self-evaluation process is yet to include the views of children to ensure improvements are meaningful to them and enhance their experience at the nursery.

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 spoke with managers, staff and children throughout the inspection.
- The inspector spoke with parents on the day of the inspection.
- The inspector sampled a selection of documents, including children's assessment records and policies.
- The inspector carried out a joint observation of a teaching and learning activity with the manager.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Yusra Daycare was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of seven provisions owned by the provider and is situated in a converted factory in the Small Heath area of Birmingham. It operates from three rooms and there is access to the local park for outside play. The nursery serves the local area and is accessible to all children.

The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. It opens Monday to Friday during term time only. Sessions are from 9am to 3pm. Children attend for a variety of sessions. There are currently 40 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure the environment is safe for children at all times, with specific regard to checking the bathroom area and taking action to minimise the hazards of wet floors
- promote children's good health at all times, with specific regard to providing appropriate resources for drying hands and ensuring toddlers drink only from their individual beakers to prevent the spread of infection.

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

- develop further the monitoring of the learning and development requirements to ensure children receive consistent levels of support from all staff, and to support all children to make better progress towards the early learning goals
- extend self-evaluation to involve children and include their views, for example, when planning for the future outside space.

Inspection judgements

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

The staff have a sound understanding of how to promote children's learning through the provision of a fair range of activities. For example, babies are challenged to make marks with chunky crayons, resulting in the development of their small muscle skills. Staff provide appropriate support for children aged two to develop pencil control. This is achieved by following similar lines to those of letters of the alphabet, which encourages children to make marks according to their abilities. The daily routine provides opportunities for different types of activities and play. For instance, staff provide structured activities, balanced with specific times that are set aside for children's free play. This arrangement allows children to explore their surroundings spontaneously. For instance, children aged over two years move freely between rooms and use these opportunities to select from a wide range of resources. Children choose their preferred activities, for example, play with paint. They mix colours by stirring vigorously and then apply this to paper using large strokes, demonstrating their small muscle skills. Children aged under two years enjoy pressing buttons on toys or they sit in a quiet space holding books. This means children have opportunities to learn actively as they maintain concentration and persist until they are ready to try something new.

In the pre-school room, staff listen to what children say and observe them as they select resources for play. The staff supervise children closely while allowing them to express their creativity as they expand a collage of colourful snippets of paper. At the same time they discuss with peers where to stick the pieces. Consequently, children are developing social skills as they talk to and negotiate with others. This constant communication is maintained as staff deliver activities for children. For example, snack time is an occasion when staff clearly attempt to make links with what children already know. They encourage children to name a selection of fruit and give constant guidance on using knives correctly for cutting their chosen fruit. As a result, children are challenged appropriately to take risks under supervision. More able children demonstrate clear understanding of safety by explaining to peers that they must use knives carefully. However, staff do not follow children's lead, for instance, to introduce discussions about safety, and they do not always ask sufficient open-ended questions to stimulate children's critical thinking skills.

The staff regularly observe what children do and use the information gained to plan the next steps in their learning. However, assessments of children's development are not always accurate. For instance, records show that children are competent in some areas of learning, while they are also showing emerging skills in the same areas. This means that less experienced staff are not sufficiently skilled at monitoring children's development to ensure they receive the targeted support they need to make further progress. Staff regularly discuss children's learning with parents to obtain information about activities children enjoy at home. As a result, the continuity between the home and the nursery contribute positively to children's learning. Children's development is initially discussed when they start in the nursery, and parents fill in an 'all about me' form that shows what children can do and know. This ensures that staff have a clear understanding of children's preferences to plan for their learning and to build on their existing skills.

The staff consistently use a range of methods, such as reading and singing, to promote children's language skills. Accordingly, children who speak English as an additional language are making consistent progress in their speaking skills, resulting in good preparation for school. The nursery environment is welcoming, with imaginative displays in all care rooms. These clearly reflect children's creative work, such as painting and drawing. Displays are also used to reinforce learning, for example, a large display of trees reminds pre-school children of their experiences in gathering leaves, and this supports their understanding of the world around them.

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

There is a gradual settling-in period for children when they start in the nursery and this helps them to feel at ease in their new environment. Staff in the baby room are responsive to children's moods and they sing or cuddle babies if they are fractious. This has a calming influence that helps babies to feel comfortable and secure. Staff promptly intervene if there are disagreements between children, for example, to use resources, and they praise children generously when they agree to share. Consequently, children learn about the boundaries of behaviour, are generally well behaved and learn to treat others with respect. Pre-school children are reasonably self-assured and ask staff for help as appropriate, for example, to access resources which are out of reach.

Children are served with freshly cooked meals each day and, except for young babies, they are encouraged to serve or feed themselves. Therefore, children are developing self-help skills relative to their age. Toddlers in the baby room reach independently for beakers of water which are accessible on low units. However, children are not helped to recognise their own drinking cups as most are of the same colour and design, and are not individualised with labels or photographs. Consequently, they randomly drink from any cup within reach, which exposes them to the risk of cross-infection. Pre-school children demonstrate a clear understanding of the importance of washing hands before and after meals. However, resources for drying hands are not always available. This leads to the floor in the bathroom area becoming wet and slippery as water drips from the children's hands. Consequently, children and staff are at risk of slipping within this area. As an outdoor area is not currently available, staff take children on regular trips to the local park. This provides them with the opportunity to engage in physical play and helps them to develop an understanding of the effect exercise has on their bodies.

The arrangements for moving through the nursery support children generally well. Key persons spend some time with children when they are ready to move from one base room to another, and parents are kept informed and involved. As children move freely between rooms on a daily basis, they form relationships with each other and staff. Consequently, children experience a smooth transition within the nursery.

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

Overall, the management team have a clear understanding of the learning and development requirements, and support staff appropriately to meet children's needs. However, the monitoring of the delivery of activities and the assessments staff undertake is not always rigorous enough to ensure all children make consistently good progress towards the early learning goals. That said, children do make satisfactory progress and enjoy their time at the setting. All staff have undertaken safeguarding training relative to their role and they have an acceptable understanding of policies and procedures. For instance, mobile phones are switched off and are not used within the premises. Although this protects children and safeguards their well-being, risk assessment is not always effective in removing all hazards within the nursery, for example, risks associated with wet floors.

The management team follow effective procedures for recruitment, induction and vetting, which ensures all staff are suitable to work with children. Adult-to-child ratios are maintained in all rooms, which ensures children are appropriately supervised. The staff receive adequate support through the appraisal and supervision process, and this helps them to identify their training needs and contributes towards their professional development. As a result, they are able to build on their skills and knowledge, using this to enhance children's care and learning. Regular meetings between managers and staff contribute to the self-evaluation of the nursery. For instance, the staff review practice and make improvements, such as devising a parent book to review feedback that is specific to each care room. In turn, this ensures children receive consistency in their care and learning as they move between the nursery and their home environment. The management team have devised an improvement plan which highlights changes they intend to make to the nursery. For instance, they have identified how the space at the front of the nursery can be developed to promote children's physical play. However, the management team are yet to involve children in the planning of this area to ensure their ideas and preferences are considered.

There is a supportive partnership with parents, who receive regular information of activities planned to promote children's learning. Parents comment positively on the progress children make in their speech and language skills and that their children are happy in the nursery. The management team works equally well with other professionals who attend the nursery to give guidance, for instance, regarding the promotion of children's development. The manager recognises the importance of sharing information with other settings children attend to provide continuity in their early years experience. Overall, the management and staff provide a welcoming environment in which children make steady progress.

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 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	EY441062
Local authority	Birmingham
Inspection number	909585
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	40
Name of provider	Yusra Daycare Ltd
Date of previous inspection	18/09/2012
Telephone number	01214483738

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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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