

An-Noor Nursery

1 Whitaker Street, DERBY, DE23 8FB

Inspection date	17/05/2013
Previous inspection date	09/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 form strong attachments and relationships with the staff because of the good settling-in process at the nursery. As a result, they settle quickly into the routine and become keen learners.
- Staff provide children with a wide range of interesting and stimulating activities to help them make good progress.
- The manager is a strong leader. She monitors the nursery effectively and supports the staff team's professional development, which in turn, benefits all children.
- Staff have established effective partnerships with parents and others, which makes an efficient contribution to children's individual care, learning and development.

It is not yet outstanding because

- Children's play is interrupted, to go outside. As a result, they are not given sufficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.
- Books are not always attractively displayed for children to choose from. As a result, children's choice is not being promoted as effectively as possible, to encourage their use of books and understanding that reading is pleasurable.

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 held discussions with the manager and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play, snack and lunch times.
- The inspector held a joint observation with the manager in the playroom.
- The inspector looked at children's assessment records, learning journey records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the nursery's documentation and policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

An-Noor Nursery opened in 2008 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is owned by Derby Education Group and operates from the community room in Whitaker Street, in Derby, which is attached to the Jamia Mosque. The nursery is open each week day from 8.15am to 3.30pm during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 40 children on roll; all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language. The nursery employs four members of staff; all of whom hold appropriate early years qualifications. 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:

- review children's outdoor play times, to ensure children's play is not always interrupted and enables them to pursue and revisit activities to complete them to their satisfaction

- increase children's understanding that books are pleasurable by creating an inviting book area to encourage them to select books of their own choosing.

Inspection judgements

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

Children enjoy their time at this welcoming and stimulating nursery. They are happy and content because the staff are caring and meet their individual needs effectively. Staff have a secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They observe children when they first start and talk to parents about their children's likes, dislikes and capabilities. They use this information efficiently to form the children's 'starting points'. As a result, staff can provide activities that interest children from the start. Consequently, children settle quickly into the nursery routine. Staff continue to observe the children while they play and plot their achievements on tracker documentation. They analyse this information effectively, to identify the children's next steps and any gaps in their learning. Consequently, they plan

challenging and stimulating activities to meet the children's individual needs. In addition, this information is robust enough to enable staff to complete the progress check at age two successfully. Staff adapt their interactions to support children who speak English as an additional language. Dual language books and displays of pictures and words in children's home languages further contribute to their inclusion and ongoing progress.

Children's learning journey records, contain lots of photographs of them taking part in activities and observations of their achievements. Parents are invited to view these whenever they wish and make comments on how their children are progressing. They have regular opportunities to review their children's progress both at drop-off and pick-up times, and also at open evenings. As a result, parents are able to help their children at home or talk to them about what they have been doing effectively. There is an ongoing exchange of information between the key persons and parents, which enables them to exchange any achievements the children make successfully. This means the children's needs are continually met.

Children are making good progress in their learning and development with the support of staff and through exploration of a broad range of activities, resources and experiences. The room is buzzing with excitement. Children are confident learners who happily talk to visitors and their friends about what they are doing. Teaching in the nursery is effective and developmentally appropriate; the children are active and really enjoy their learning. They concentrate and listen to instructions and independently choose their play, gaining useful skills for the eventual move to school. They are engaged and show curiosity and staff promote and enhance learning through play with positive attitudes. However, the children's play is interrupted when the children have to stop to go outside and tidy away the toys they have been playing with. As a result, the children are not given sufficient time to pursue their learning without interruption, to complete or return to their activities to their satisfaction.

Staff foster children's communication and language skills well. They are constantly talking to the children throughout the day. They ask open-ended questions and hold purposeful conversations about what they are doing. Children develop their literacy skills as they sit attentively and listen to well-read stories. They answer questions and repeat the end of stories with excitement and refer to sounds of the alphabet well. They learn early writing skills efficiently, as they write their names accurately and begin to write for a purpose, such as writing shopping lists. As a result, the children are demonstrating the characteristics of effective learners because they are making predictions and thinking. There is a selection of good books for the children to choose independently and a cosy area for them to sit and enjoy looking at the books. However, the books are not always attractively displayed for children to choose from. Consequently, children's choice is not being promoted as effectively as possible, to encourage their use of books and to begin to understand the pleasure they may bring.

Children participate with enthusiasm as they sing popular number rhymes, using actions skilfully. They learn about early mathematical skills well. Activities, such as sorting by size and colour, as well as, sand and water play help children find out about shape, space and measurement, as they fill and empty containers, and count how many sandcastles they have made. Children's information and communication technology skills are promoted

well; they enjoy using the computer skilfully as they play matching and sound games and learn how to negotiate manoeuvring the mouse to click onto objects effectively. These skills help the children to prepare for the next stage of their learning, which is usually school.

Children's physical development is good. There are opportunities for children to use their handling skills creatively and efficiently. For example, children handle scissors showing control as they cut different materials to create their own pictures. They further use their handling skills effectively as they carefully put together the train track. Children concentrate and think where each piece fits best. Staff support this activity well encouraging the children to 'have a go' and find ways to solve the problem. Children use the outside environment to increase their physical development skilfully. They pedal sit-and-ride toys, balance on blocks and enhance their running, jumping and catching skills as they pop and try and catch the bubbles, blowing in the wind. This also helps their sense of curiosity as they watch the bubbles float into the sky. Staff further increase children's climbing skills, as they take them regularly to the local park. Here, they can use larger equipment and learn to take risks. Children learn about the natural world as they plant flowers and learn how to water them to grow effectively.

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

Children enjoy attending this warm and friendly nursery. They are settled and secure and they enjoy trusting relationships with staff. Staff are very caring towards children and treat them with respect and affection. This results in the happy atmosphere that is clearly evident at the nursery and means that children's emotional well-being is well fostered. Children show that they feel safe and secure because they happily separate from their parents. The key person system ensures that each child and family has a main point of contact in the nursery and helps children to form secure emotional attachments. Children are content in their environment. They show a sense of belonging and are proud to show what they are doing.

Children's behaviour is supported well by discussions with staff about not hurting their friends and listening to how children can resolve their disputes. Children are well behaved because staff have a positive attitude to behaviour management. Consequently, children know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. Children are learning self-help skills effectively. For example, they wash and dry their hands independently and put their coats and shoes on before they go outside.

Children are accommodated in a clean, comfortable environment that is secure and well maintained. Children explore a wide range of quality resources, which cater for all areas of learning. Play materials are arranged to be easily accessible; this encourages children to help themselves and follow their own interests. Children gain a good sense of belonging as they see many examples of their artwork well displayed.

Healthy lifestyles are effectively promoted as the nursery provides healthy snacks of fruit and vegetables. Children who stay for lunch bring their own packed lunch and staff

encourage parents to provide a 'healthy lunch box'. To further the children's awareness of healthy eating staff plan activities, such as drawing and talking about fruits. Children's good health is promoted and they gain a good understanding of exercise through activities that encourage movement and children enjoy outside play daily to help them understand that exercise is healthy. Children learn about their own safety. For example, during outside play staff explain about hazards of children not climbing the wall because of the danger of them falling. Children learn how to keep themselves safe in an emergency as they practise regular fire drills. Visits from the fire brigade and police help children to learn about the dangers of playing with matches and how to use the zebra crossing safely.

When children first start at the nursery staff handle the transition from home to nursery carefully and sensitively. Children have opportunities to visit the community; they visit the library and all children have trips to the park. These help the children to develop confidence and independence in situations away from the provision. As a result, this helps to prepare children for their next big step in their life, which is normally starting school. Staff also pass on information to schools about children's achievements and personalities to support their transitions.

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

The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff and by conducting practice observations. This helps to improve the quality of the learning for all children. As a result, children are developing and progressing well in all seven areas of learning. Children who speak English as an additional language are given targeted support to reach their potential. This is done as inclusively as possible and staff communicate well with parents and other involved professionals to provide consistency and cohesion. Staff have a secure understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff complete child protection training and are thoroughly aware of the procedures for dealing with child protection concerns. Appropriate procedures are in place to inform Ofsted of any significant events or changes to the running of the nursery. The premises are secure and children are well supervised. Areas used by the children are well organised and enable children to move around the rooms freely and safely. A comprehensive range of policies and procedures are in place and documentation and records are complete to help ensure children's health and safety needs are efficiently well met. All staff take responsibility and use risk assessments to help ensure children's health and safety in each room, as well as outside and on outings.

The manager is a strong leader. She and her team have worked extremely hard since the last inspection and have successfully implemented all of the recommendations for improvement, demonstrating a good capacity to drive improvement. The manager and staff are dedicated and enthusiastic and have a positive attitude to improving the quality of care and education they provide for the children. Ongoing self-evaluation and critical reflection, which takes account of the views of staff, parents and children, forms part of this process. This leads to a clear awareness of the strengths of the nursery and the identification of areas for improvement. Detailed action plans are devised to address these

issues. As a result, staff are able to organise how and when they might implement the improvements to better the quality of care for the children, over time. For example, the assessment procedures have been improved and the staff have identified that the outside environment needs to be changed, which will improve children's enjoyment of outside play.

To monitor the staff's performance there are comprehensive supervisions and observations of staff in place and a detailed appraisal system. These have identified training for all staff, and management have put together a training programme. Staff complete a range of training courses and they are encouraged to continue to increase their knowledge through ongoing training. This not only helps to assure personal professional development, but also enhances the nursery provision and leads to maintaining quality care for all children.

The manager and staff have established strong relationships with parents. On their child's entry to the nursery, parents are provided with the opportunity to see all the comprehensive policies and procedures that cover all relevant legislation. Parents speak highly of the staff and express their satisfaction with the service provided. They comment positively about the nursery, particularly about the progress their children make, and the friendliness of the staff. Parents receive quality newsletters and can review detailed notice boards to gain further information about the nursery. This helps parents to know what is going on in the nursery and aids their children's care and learning over time. To help all children, good links have been established with outside agencies, such as the local authority and other agencies. This also ensures that children's specific needs are assessed and that appropriate support is given.

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	EY362920
Local authority	Derby, City of
Inspection number	918650
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	40
Name of provider	An-Noor Nursery Committee
Date of previous inspection	09/11/2009
Telephone number	01332 341232

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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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