

Iqra Nursery

33-39 Garstang Road, PRESTON, PR1 1LA

Inspection date

Previous inspection date

13/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

- Systems for recruitment, vetting and ensuring the ongoing suitability of staff are not robust, which means that children's safety is compromised.
- Systems to monitor children's progress and development are weak and do not feed into future planning to ensure children's individual learning needs are met.
- Procedures for induction and ongoing supervision are poor. This means that staff lack a secure understanding of their individual roles and responsibilities and there is not a named deputy in place. This has an impact on arrangements for children's learning.
- Weak leadership and management means that systems to monitor and evaluate the overall quality of the practice to secure continuous improvement are ineffective.

It has the following strengths

- Children form strong attachments with key persons and as they grow in confidence, they are, generally, well behaved.
- Children enjoy opportunities to play outdoors regularly and choose from the wide range of fresh fruits offered at snack time, which benefits their health.

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.

Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside in the garden.
- The inspector talked with staff and held meetings with the manager and committee manager.
- The inspector examined documentation, including a representative sample of children's records, the setting's policies and procedures and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Michelle Britch

Full Report

Information about the setting

Iqra Nursery was registered in 2013 on the Early Years Register. It is situated in Preston, Lancashire and is managed by the voluntary committee of Iqra Education Centre, which is a registered charity. It operates from one main room within the centre and there is an enclosed garden area for outdoor play.

The nursery opens Monday to Friday, term time only. Opening hours are from 8am until 3.30pm. The nursery solely accommodates three- and four-year-old children from within the local area, who are entitled to receive funded nursery education. There are currently seven children attending in the early years age range. It supports children, who speak English as an additional language.

The nursery currently employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds an early years qualification at level 6. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that systems for ongoing assessment are in place to help staff plan and provide learning experiences, which reflect each child's individual learning needs
- ensure records of staff suitability checks and recruitment records are available at all times, in order to ensure children's safety is maximised by staff, who are suitable to work with them
- review management and accountability arrangements to ensure that they are understood by providers, managers and staff. For example, ensure there is a named deputy in place to strengthen procedures for keeping children safe and progressing their learning
- ensure that systems to monitor and evaluate the setting take into account the views of staff, parents and children and are used to effectively drive improvements, which benefit children.

Inspection judgements

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

Children's learning and development is not well supported. Staff plan a variety of activities that sometimes promote children's development adequately. For example, children explore autumn paint colours and make marks with a selection of leaves from outside. Systematic collection of observations allow staff to recognise children's achievements, however, they fail to use this information appropriately to monitor children's development and learning. This means that staff are unable to plan and provide appropriate activities that support children in taking the next steps in their learning. For example, staff do not recognise the importance of identifying all children's starting points or stage of development on entry. This means that when changes to key persons occur, due to staff absences, the new key person has very little information to help them to plan activities to support children's individual needs. Upon entry to the nursery, parents complete an 'all about me' form, which gives personal details about each child's likes and dislikes, family background and daily routine. Staff use this information to help children to settle into the nursery. This helps children to feel secure. Staff spend time each day talking to parents about their children's experiences, this demonstrates a suitable commitment to working in partnerships with parents.

Children are offered a range of suitable equipment and toys, which, generally, helps them to enjoy play. They engage well with the activities on offer and staff enhance these to support individual interests. At times, some children have the benefit of support from individual members of staff, which engages them in their play and encourages their learning. For example, opportunities are planned to encourage literacy skills by offering them boards and workbooks to develop their Arabic and English alphabets. Children show confidence in their developing language through prayers and staff use sign language and actions to encourage those, who find it harder to communicate. This also supports children with English as an additional language. Children have opportunities to choose their own activities and play both inside and outside for an adequate proportion of the day. This supports children to be independent learners and to be physically active when they wish.

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

The key person arrangement works adequately and there is a gradual settling-in period for all children, resulting in sufficient time for them to grow used to the new environment. Key persons greet the parents and children on arrival and discuss any care needs for the day. This supports children's smooth transition into the nursery. Staff know children, generally, well and cuddle new children, who are unsettled to ensure they feel secure in the nursery. Consequently, they form strong relationships and relate positively to key persons. Staff remind children about rules in the nursery, for instance, to remember manners and treat others kindly. Staff intervene promptly when observing unwanted behaviour and encourage them to apologise to their peers. Therefore, children learn about the boundaries of behaviour and as a result, they are, generally, well behaved.

Staff support children's health well. Children benefit from having a wide selection of fresh fruit at snack time. Staff encourage children to learn hygiene routines, such as hand washing before eating snacks and main meals. They use these times as opportunities to contribute to children's understanding of the benefit of healthy eating. Children enjoy mealtimes and develop social skills with each other. They talk enthusiastically about how their tummy has stretched after eating their sandwiches. Children benefit from many opportunities to engage in physical activities outside in the fresh air. Staff support children to manage their own risk when using the outdoor play equipment. They climb and balance with increasing confidence and skill. Staff complete daily risk assessments, which help to ensure the environment, both indoors and outside, is safe and suitable.

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

The leadership and management of the nursery is inadequate. The management team lack a secure understanding of the learning and development and safeguarding and welfare requirements outlined in the Statutory framework for the Early Years Foundation Stage. Consequently, the nursery fails to meet some of the legal requirements. The management team failed to provide the inspector with documentation to show that appropriate checks had been carried out on all staff left unsupervised with children. This puts children's safety at risk. Furthermore, the management team have not appointed a named deputy, who is capable and qualified to take charge in the manager's absence. These are breaches in requirements and do not support children's safety.

All staff are aware that the manager is the designated person for child protection and staff have a clear understanding of their responsibilities relating to their roles in keeping children safe from harm. Management and accountability arrangements are not fully understood by the setting and committee. This means that staff are not fully aware of their roles and responsibilities in managing the setting effectively and the manager's lack of knowledge impacts on all staff's understanding of practice. For example, staff fail to use their systematic observations effectively to assess children to help support them in making good progress. Supervision is not in place yet to help staff identify the issues that challenge them or where they need guidance to improve their practice. This means that the nursery does not have structures, which review practice and performance to ensure children receive the best support. The self-evaluation of the nursery is not effective in identifying areas for development and does not include the views of staff, children and parents. This means that they are not involved in driving improvement to benefit children.

Staff provide daily feedback to parents about children's routine and experiences, including diet and behaviour. Parents' comment positively on communication with staff and are pleased with how their children have settled. The manager has set up home visits to introduce themselves to both the family and children within a familiar environment, which works towards easing the transition to nursery. The manager is aware of the importance of liaising with other professionals, including outside agencies, the local authority, other settings and local schools to ensure there is continuity in children's learning and care at all times.

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	EY455989
Local authority	Lancashire
Inspection number	909916
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	7
Name of provider	Iqra Education Centre Committee
Date of previous inspection	not applicable
Telephone number	01772561812

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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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