

Amanah Day Nursery

The Bordesley Centre of Further and Higher Education, Stratford Road, Sparkhill, BIRMINGHAM, West Midlands, B11 1AR

Inspection date	09/10/2013
Previous inspection date	16/11/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff have a good knowledge of how children play and learn, which means they plan interesting activities through which children make good progress.
- The management team ensures that safeguarding and child protection policies and procedures are understood and implemented by staff at all times so that children are safe.
- The caring staff promote positive values so that children learn to be kind to each other. Staff work closely with parents so that children's needs are fully met.
- Monitoring and self-evaluation are very effective and mean that the well-motivated staff strive for continuous improvement in the provision.

It is not yet outstanding because

- Staff do not take the opportunity at lunchtime to further enhance and build on children's already good learning and social skills.
- The outdoor area does not offer the same rich and highly stimulating activities and resources, as those provided for children indoors to extend and enhance their learning further.

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 in the three playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager, the nominated person and the children's centre manager.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Amanah Day Nursery was registered in 2000 and is one of the facilities run by the Muath Trust which is a charitable organisation. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a community centre in the Sparkhill area of Birmingham. The nursery follows an Islamic ethos and is open to all sections of the local community. It is accessible to all children and opens on Monday to Friday from 8am to 6pm all year round, with the exception of bank holidays. There is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 to 5. Children attend for a variety of sessions. There are currently 55 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. It 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:

- develop the use of the lunchtime period to further enhance and extend children's already good learning and social skills

- develop the outdoor area further to provide an exciting and enabling environment as indoors, so that children have a wide choice of activities and resources.

Inspection judgements

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

Staff assess children when they start so they can measure their progress effectively from their starting points. They record observations of children and use this information to inform planning based around children's interests and needs. Staff know children well and obtain information from parents about what children know and can do. They build on each child's next steps in learning through their daily activities and routines so that they make good progress. Staff discuss all children's progress regularly and evaluate this so they address any gaps in learning. They work with the children's centre teacher to monitor children's progress effectively.

There is a strong partnership with parents and carers, as staff encourage them to share information about children each day. They are invited to attend many events and play workshops at the nursery so they learn about how best to support children at home and see how they learn through play. Children and their families are very well supported through the nursery's links with the children's centre. Staff encourage parents and other family members to share books and stories with children so that they all learn about traditional English tales and other stories. This means they are involved in children's learning.

The nursery has a baby room and a large room which accommodates children aged two to four years. There are few two-year-olds at present, so they mix with the other children for free play, but also have their own small group time so that they take part in focused, age appropriate activities. Staff have a good understanding of how children play and learn and the rooms are well organised so that children choose the toys and resources easily. A group of three- and four-year-old children make Eid cards using a range of collage materials. They manage the glue sticks well and concentrate on sprinkling glitter and other small objects they choose onto their cards.

Babies enjoy exploring their colourful room, as they wriggle in the ball pool and explore the exciting textures and sounds of the objects in a range of treasure baskets. Staff help babies to walk and steady themselves, as they encourage them to walk from one person to another. They hold their arms out to give babies confidence in taking a few more steps each time. They are encouraged to repeat sounds and words, which develops their language skills well. Children develop their physical skills well through their use of a large climbing frame and low balance beams outdoors. However, the outdoor area is not currently as exciting as the indoor environment so that children are provided with a wide choice of activities or resources. Children develop their technological skills well as they use a range of computer programmes with staff or independently so that they extend their mathematical and literacy skills. The rooms are rich in print so that children become familiar with words and sounds. Staff develop children's language and vocabulary well and they are well prepared for the next stage in their learning and for school. However, staff do not use opportunities at lunchtime to further extend and enhance children's learning or social skills.

Children for whom English is an additional language are well supported, as staff speak several of their home languages and support from the children's centre is used when necessary. Children with special educational needs and/or disabilities make good progress, as staff work closely with parents and many other professionals, such as, the area special educational needs coordinator, health visitors and children's centre staff.

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

Children are very happy and secure, as they form close bonds with their key person. They are confident in asking for help at the computer and enjoy including staff in their play. Babies settle easily to sleep in cots in the baby room and are well supervised by staff.

Staff manage children's moves to new rooms in the nursery sensitively and ensure parents are involved in the process so that children are ready to move. Transitions to schools are managed well, as staff invite teachers to visit children at nursery and talk to them about their new schools. Staff prepare children well, as they engage them in stories, role play and discussions about school. Children's needs continue to be met because staff share information about their progress and needs with their new key person and school staff.

Behaviour is very good and staff promote positive relationships so that children learn to be kind to each other. They remind each other not to throw sand and to share the toys. Children tidy up willingly as they park the bikes outside and they manage risks safely on the large climbing frame. Staff teach children to appreciate the wonders of the natural world and to pray at various times during the day so that they develop their spiritual awareness.

Children enjoy choosing from a range of healthy snacks and meals each day. Staff encourage parents to provide healthy lunch boxes for those children that bring their own. They teach children and parents which foods are good for them and which ones to avoid, so that children learn to make healthy choices for themselves.

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

The nursery management team works generally very well with the onsite children's centre staff to observe and monitor staff performance. The manager and the deputy hold regular discussions with staff to evaluate their performance and set targets for improvements through training or coaching. Staff cascade their training to other staff so everyone benefits from shared ideas and practice. Staff have good opportunities to shape their own professional development through training. Self-evaluation includes the views of all staff, parents and children and the children's centre teacher. Staff are encouraged to record their ideas to share at meetings and an ongoing action plan addresses improvements so that the well-motivated staff strive for continuous improvement in children's learning experiences.

The inspection was brought forward following concerns received by Ofsted about the staff and manager's knowledge of safeguarding procedures. At the point of a visit by Ofsted, the setting acknowledged this weakness and have since improved their procedures so that staff have a secure understanding of safeguarding and the nominated person has a clear understanding of responsibilities to ensure that the requirements of the Early years Foundation Stage are met at all times. All staff have current training in safeguarding and child protection and are very vigilant in their recording and referrals of any concerns so that children are very well protected. The management team ensures that staff have a thorough understanding of how to keep children safe, as they discuss scenarios at meetings and on a daily basis. This means that staff know how to report concerns and to whom and they know what to do in a wide range of situations. The manager asks staff to write a short paragraph about each child in their key groups, which means they focus on their well-being and monitor this very effectively. Good links with colleges mean that

students are encouraged to be aware of concerns and know how to report them. The nursery works very closely with the local authority to continue to improve safeguarding and staff are vigilant in their supervision of children and maintain the correct ratios. The premises are very secure, as visitors have to come through the centre reception area and the nursery door is coded so no unauthorised access can be gained. Staff carry out daily risk assessments so that children are safe at all times.

There are strong partnerships with other local early years providers and outside agencies so that all children's needs are fully met. The nursery staff share ideas and best practice with other settings and attend regular network meetings. Links with local schools enable staff to share children's progress records and work together so that children are well prepared for school. Links with local colleges and special schools mean that children and students benefit, as children become used to interacting with different adults.

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	227197
Local authority	Birmingham
Inspection number	935893
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	55
Name of provider	The Muath Trust
Date of previous inspection	16/11/2012
Telephone number	0121 753 0297

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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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