

Al-Hudaa Nursery

Jamia Al Hudaa, Forest House, Berkeley Avenue, NOTTINGHAM, Nottinghamshire, NG3 5TT

Inspection date

Previous inspection date

07/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are making good progress in their learning and development because practitioners successfully track their development by undertaking secure observations, which are used to inform future planning of play to promote children's individual next steps in their learning.
- Positive discussions with parents from the onset enable practitioners to plan play building on children's starting points and interests to help them settle quickly and form secure attachments with practitioners.
- The safeguarding of children is good. Practitioners have a secure knowledge and understanding of how to keep children safe by ensuring all areas where children access are safe to do so, while supervising them effectively.
- Children benefit from practitioners undertaking relevant training to increase their knowledge, understanding and skills in teaching, which effectively supports children in their learning and development.

It is not yet outstanding because

- Babies sensory skill development is not maximised because some resources, such as treasure baskets, are not as readily available for them to explore.
- There is scope to further enhance children's mathematical skills during role play activities by practitioners asking more open-ended questions about shape, size and colour.

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 spoke with the manager, practitioners and interacted with the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
The inspector sampled a selection of documentation, such as risk assessments, safeguarding procedures, suitability checks, practitioners qualifications and records, children's records including development files, accident records and sampled written policies.

Inspector

Judith Rayner

Full report

Information about the setting

Al-Hudaa Nursery was registered in 2004 and is on the Early Years Register. It is situated on the school site of Jamia Al-Hudaa and operates in a purpose built premises within one of the buildings of the school. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and the manager holds an Early Years degree and Qualified Teacher Status. The nursery opens Monday to Friday all year round and is only closed during the Eid religious festivals. Sessions are from 8am until 4pm. Children attend for a variety of sessions. There are currently 19 children attending who are in 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 who speak English as an additional language.

What the setting needs to do to improve further

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

- increase and make more available, the already good range of toys for babies to explore using their sensory skills, by introducing, for example, treasure baskets
- ask more open-ended questions about shape, size and colour to further enhance children's already good mathematical skills during role play activities.

Inspection judgements

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

Practitioners are skilled in their teaching. They have a good understanding of the areas of learning and understand the benefits of effective methods used to track children's progress. They use spontaneous and planned observations to securely evidence where children are in their individual development. They then use this to inform future planning of play activities pertinent to each children. Practitioners share each child development file with parents to assist them in highlighting where their children are in their development and what activities parents can also use at home to continue to support their child's learning. For example, parents watch the television at home and repeat single words of famous cartoon characters and objects in the programme. This further enhances and consolidates children's communication and language skills. Children develop the necessary skills to prepare them in readiness for school because practitioners encourage children to participate in phonic activities, such as, learning the letter 'b' and repeating and guessing words that begin with the same letter. This supports children in enhancing their already

good literacy skills and further enhancing the skills of children with English as an additional language.

Pre-school children enjoy their time at the nursery and confidently and independently select toys and activities of their choice. They particularly enjoy manipulating dough using various tools to enhance their physical and imaginative skills. Practitioners extend children's language and mathematical skills by asking open-ended and thought provoking questions. As a result, children continue exploring with the dough, creating various sizes of dinosaurs while describing their size and shape. Children explore with differing textures while freely expressing themselves during painting activities. They start off using paint brushes forming lines and patterns on paper with paint and brushes. They extend their own learning and experiment by painting their hands and create hand prints on the paper, which they are very proud of and eagerly show off their end results. During circle time, children show good levels of concentration and enthusiasm while singing songs and participating in phonic activities. This is because practitioners are also enthusiastic in their role and their quality of teaching is good. Children benefit from this and are active learners.

Toddlers enjoy role play. They explore with real life boxes, cartons and plastic bottles pretending to make cups of tea for practitioners. They use their muscle skills well pretending to tip and pour while expressing themselves in their imaginative play. Practitioners liaise well with them but at times miss opportunities to extend and further enhance children's mathematical skills. This is because they do not consistently ask open-ended questions to encourage children to talk about shape, size and colour, for example, of the toy fruit. Younger children enjoy exploring with various textures, such as dry sand. They tip and pour the sand from one container to another and use small spades to fill cups. They are developing their physical and exploratory skills well. Babies explore independently. They play imaginatively with cars pushing them on the floor while saying 'car'. Practitioners get down on the floor with them, engaging well to encourage babies to enhance their language skills by adding more words for them to copy. Babies smile and respond back showing good levels of confidence to have a go. Practitioners warmly praise them on their attempts and consolidate their language skills by again repeating the words.

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

Practitioners understand the value of seeking information from parents about their child before their child starts. They gather the useful information enabling them to plan relevant activities building on children's interests, stage of development and general care needs. The key person system works well, ensuring all children's needs are quickly identified and met. Practitioners understand and value the importance of continually working closely and sensitively with parents while keeping them up-to-date with their child's progress. Practitioners help children settle quickly during transitional times by providing toys and activities that the children are interested in. Practitioners also works closely with the host school ensuring that information is exchanged effectively between all carers and teachers, while liaising with parents to ensure there is a smooth transition for children when they move on to their next stage in their learning. Children are happy, confident and familiar with the routine of the day and practitioners sensitively respect and adhere to their

personal routines, such as sleep times. Secure attachments are embedded well.

Practitioners create a welcoming environment for children, which is also safe and secure. Toys and resources, which are of suitable design and condition are used well enough to help children enhance their all-round development. However, some resources such as, treasure baskets are not as readily available for babies to explore and maximise their sensory skill development. Older children's independence skills are supported well because practitioners ensure they are able to make choices by themselves. For example, children choose to play with sand or water in the pre-school because practitioners ensure these are available for children to access by themselves. The behaviour of children is good. They are familiar with what is expected of them and if any unwanted behaviour occurs, practitioners are confident to deal with it swiftly and calmly and children respond well. Practitioners praise children on their achievements using positive words such as 'well done' which helps raise children's self-esteem.

Children benefit from time outside in the fresh air while exercising, which helps them learn that this keeps them healthy. Practitioners oversee children's toileting and self-care routines well. Children are actively learning about keeping safe and healthy by participating in daily activities or planned events. Furthermore, practitioners are good role models ensuring children consolidate their learning by listening and watching the practitioners during their daily tasks. For example, effective nappy changing routines ensure children are protected from cross-infection because practitioners wear aprons and gloves and use anti-bacterial spray to prevent the spread of germs. Children carefully listen to practitioners who gently remind them of being careful when playing with water and not to spill it on the floor which may make children slip and hurt themselves. Children's personal dietary requirements are respected and they are also offered healthy and well-balanced meals. These are checked to ensure they are of an appropriate temperature before children eat the food to keep them safe and healthy. Children enjoy their meals of lentil curry, boiled rice, pasta and mixed salad followed by ice cream and drinks of water. Children's table manners are good and practitioners use this opportunity to enhance children's social and language skills by talking about various foods and daily events for children to recall.

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

The safeguarding of children is good. Practitioners have a secure understanding of their role and responsibility to safeguard children. This is because they have good knowledge of the types, signs and symptoms of possible abuse and what procedures to take should they have any concerns regarding a child in their care. Practitioners have a clear understanding of their designated roles to ensure children are protected. Furthermore, a clearly written safeguarding policy underpins the successful practice of keeping children safe. The manager ensures all practitioners working with the children are suitable to do so by undertaking suitability checks and completing effective recruitment and induction procedures with all practitioners. For example, regular supervision and appraisals are completed with all practitioners ensuring their knowledge and skills are up-to-date with current legal requirements and effectively support children in their learning and

development. Daily risk assessments are completed by practitioners on all areas where children have access, to minimise hazards to them. Daily tick lists are completed by practitioners to track any potential hazards. Practitioners oversee children's safety well, such as clearing away any water spillages during water play activities so children do not slip. Furthermore, children are closely supervised, such as when visiting the toilet area to wash their hands before they have lunch. A good range of written policies and procedures, which are adhered to by staff, underpin the running of the setting. Furthermore, all records to meet the welfare requirements for the Early Years Foundation Stage are in place and are accurately recorded. For example, accident records are clearly written, informative and shared confidentially with parents in a timely way.

Partnerships with parents are good. Practitioners have a good understanding of the importance of keeping parents informed of their child's progress and events during the day, such as how long their child has slept for and what they have played with. Furthermore, a range of information is displayed around the nursery providing additional news and details about childcare issues and events, and how the nursery operates, such as daily routines and planning of play. Parents spoken to are happy with the service that is provided and feel listened to and kept up-to-date regarding their child's progress. Practitioners also value the support and input from other professionals to meet the overall needs of children. They also have well-established and positive links with the host school, which children benefit from in support of their next stage in their learning.

The manager is a good role model and implements effective methods to monitor other practitioners performance and teaching skills. As a result, children's learning and development is consistently supported. This is because practitioners undertake training and work effectively with the Early Years Specialist support team. Previous recommendations have been successfully addressed and children are benefitting. For example, effective tracking of children's progress is embedded in practice, which clearly identifies children's next steps in their learning. Practitioners provide appropriate play pertinent to individual children while building on their interests and keep parents informed of their child's development. The manager values the input from parents, practitioners and children as a way of measuring how well the nursery is improving. For example, written questionnaires are presented twice a year to parents to gather their ideas and suggestions to improve the service that is provided. Furthermore, daily discussions and planned meetings are held with parents along with practitioner team meetings and observations of children. These provide information for the manager to use to monitor the effectiveness of the educational programmes. As a result, children benefit well from the continually improving setting.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY287119
Local authority	Nottingham City
Inspection number	945909
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	19
Name of provider	Madni Trust
Date of previous inspection	not applicable
Telephone number	01159 690800

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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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