

# Zaytuna Day Nursery

512-514 Berridge Road West, HYSON GREEN, Nottingham, Nottinghamshire, NG7 5JU

## Inspection date

13/03/2014

Previous inspection date

26/01/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 make good progress towards the early learning goals. This is because they are supported by enthusiastic, well-qualified and skilled practitioners who have a good understanding of the Early Years Foundation Stage.
- Partnerships with parents and other professionals are strong. Consequently children's individual needs are well met, particularly those with special educational needs and/or disabilities.
- Children are safeguarded well in the nursery because practitioners have a good understanding of the safeguarding procedures and have all received appropriate training to support their practice.
- The manager is a very good leader who seeks the views of everyone to inform the self-evaluation of the nursery. She uses their views to carefully plan and make positive changes, which continually improve the provision for children.

### It is not yet outstanding because

- There is scope to build more effective two-way relationships with feeder schools to support children's already successful transitions further.
- Sometimes routines in the pre-school room do not take full account of children's developing independence and decision making skills.

## 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 during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the providers self-evaluation and improvement plans.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

## Inspector

Joanne Gray

## Full report

### Information about the setting

The Zaytuna Day Nursery was registered in 2002 and is on the Early Years Register. It is situated in a community building in the Hyson Green area of Nottingham. The centre was established to provide support to the local Muslim community. The nursery provides sessional care and full day care in an Islamic environment, which includes some Islamic studies. The nursery serves the local area and is accessible to all children and there is an enclosed area available for outdoor play and learning.

The nursery employs eleven members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, nine at level 3 and one at level 2. The nursery opens Monday to Friday for 51 weeks of the year except for bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 63 children attending 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 and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- strengthen further the partnerships with feeder schools to enhance children's already good transitions to school
- enhance children's already good independence and decision making skills by reviewing routines in the pre-school room, for example, snack time and outdoor play times.

## Inspection judgements

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

Practitioners have a good understanding of how to promote children's development through play and first-hand experiences and provide them with challenging experiences for learning. They find out from parents what their children know and can do before they start attending so they can plan activities to meet children's needs right away. Good systems are in place for the assessment of children's progress. These include examples of children's work, photographs of them at play and written observations about their learning and development. Each key person monitors the development of children in their individual folders and prepares a progress review, which is shared with parents every

term. Practitioners share children's next steps with parents and offer ideas of how they can further extend their children's learning at home. For example, they suggest they read to their children everyday in English and provide them with storybooks to help them do this. Working with other agencies to support children with special educational needs and/or disabilities is a real strength of the nursery and means that all children are making good progress in their learning.

Teaching is good; practitioners skilfully teach children so they are developing skills in readiness for school. Practitioners particularly promote children's language development well. Children with English as an additional language have confidence to learn English because their home languages are valued in the nursery. For example, practitioners are fluent in some languages, such as Urdu and learn key words in others so they can use them with the children. Younger children are given time to respond to questions before practitioners ask them again which means they have time to process their thoughts and words. Practitioners also keep sentences and instructions short when talking to younger children and use gestures to help their understanding. For example, they remind children 'sleeves up' and demonstrate with actions as they play in the water tray. Children's literacy skills are supported because they have access to a wide range of books. During story times, practitioners tell children who the author is and point to the title of the book and the text as they read to them. Children access writing materials all around the nursery and enjoy making marks on the wall outside with paintbrushes and water. Older children enjoy independently writing their own names with the water and sound out the letters as they do so.

Children make decisions for themselves and are becoming independent because they can self select from a wide range of stimulating activities in all areas of the nursery. However, practitioners decide when pre-school children can go outside and how long they spend there. In addition, children have to stop what they are doing to have snack together. This means that sometimes they cannot play and explore in the areas they choose themselves and their engagement in learning is occasionally interrupted. Children are motivated to learn because practitioners provide resources and activities based around their interests. For example, a group of children concentrate for an extended amount of time as they play with some superheroes. A practitioner extends their learning as she asks open-ended questions about the 'powers' of the superheroes and the children use their imaginations to describe what their toy can do. Children also learn about technology during the activity because the practitioner shows them where the batteries go to make the superheroes work. They also have access to a computer and interactive whiteboard in each room of the nursery and are skilled at carrying out simple programmes and looking for information on the internet. Children learn to count and add numbers together as practitioners ask them to count the number of boys and girls at carpet time and record their efforts on a chalkboard. Younger children learn mathematical language as practitioners encourage them to 'fill' their buckets of sand and sing number rhymes with them as they play.

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

Practitioners greet children warmly on arrival and children settle well and play happily, showing they are secure in the setting. Children have good attachments with practitioners

and are confident and self-assured because there is a good key person system in place. Practitioners find out about children's needs and interests from parents and carers before they start at the nursery. This continues throughout their time at the nursery and means children's needs are always well met. Settling-in visits are very flexible and some parents and carers attend on numerous occasions to make sure their children are ready for the transition. Children are prepared well for moving rooms in the nursery because they have lots of visits before they move to the next one. They are also supported for their move to school because practitioners read stories about starting school and talk to them about where they will be moving. However, there is scope to improve these transitions by enhancing relationships with feeder schools and sharing more information about children's needs and personalities with their new teachers.

Children's behaviour in the nursery is good because practitioners are positive and consistent role models. They remind children to share toys with their friends and take turns with bikes when playing outside. Good strategies are adopted to help children learn to play well together, for example, a practitioner uses a five minute timer to help children share a favourite scooter. Practitioners explain to children why they need to walk when inside so they are learning to keep themselves safe. Children are becoming independent as they take themselves to the toilet and wash their own hands afterwards. Practitioners also give children time to put on their own coats before they go out to play. Also, at breakfast time practitioners encourage children to serve their own cereals. Children are provided with healthy meals and snacks and practitioners talk to them about healthy choices as they read stories to them. Therefore, children are learning about the importance of a healthy diet. Children are learning to be active and understand the benefits of physical activity because practitioners carry out 'exercise' activities to music with them during every session. They also spend time in the well-resourced outside area, where they enjoy riding around on their bikes and practising their climbing and balancing skills.

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

Children are safeguarded in the nursery because practitioners have a good understanding of safeguarding procedures and have all received appropriate child protection training. Good recruitment and induction procedures mean all practitioners are checked to make sure they are suitable to work with children and understand their role as soon as they start. There is a named deputy who is qualified and skilled to take charge of the nursery in the manager's absence. The inspection took place due to a notification from the nursery about a recent incident, which meant children had access to cleaning equipment and were at potential risk of harming themselves. Since the incident, the nursery manager has carried out a thorough investigation and reviewed the risk assessment for the use and storage of cleaning materials. She has also reinforced the risk assessment with all practitioners and changed some practices to prevent re-occurrence. There are also thorough risk assessments in place for all other aspects of the nursery and daily checks take place to make sure it is a safe environment for the children who attend. In addition, most practitioners have paediatric first aid certificates, so they have up-to-date knowledge to act appropriately should children have an accident or become ill.

The team of well-qualified practitioners have a secure knowledge of how children learn and plan stimulating and challenging experiences for their key children. There is a good overview of the children's progress towards the early learning goals because practitioners complete a development review every term. The manager then collates this information to track children's progress in each age group. This means she quickly identifies any gaps in children's learning and makes any plans necessary to ensure they all reach their full potential. For example, she has recently referred children at risk of speech and language delay to health visitors and speech therapy services. All practitioners have regular supervisions and work with the manager to review their practice and identify any training needs. The manager regularly observes practice in both rooms of the nursery to inform these supervisions and assess the quality of individual practitioner's teaching skills.

Partnerships with parents are very effective because practitioners establish good relationships with them from the start. The nursery manager is very supportive to the parents, for example, she reminds them to submit forms on time for school places for their children. In addition, she helps to complete forms with them to make the process easier. Parents speak very highly of the nursery and say everyone makes them feel welcome and values their views. They are provided with lots of information about the nursery on colourful displays in the entrance hall and on the parents' noticeboard. Reflection and self-evaluation is strong throughout the nursery. The manager and her team have effective ways of examining their practice and developing clear and concise action plans that show a good commitment to continually improve. Parents are involved in the self-evaluation process during daily discussions and through completing questionnaires. As a result of parents' feedback, the manager has extended nursery opening times and introduced cooked meals at lunchtime. The manager also works closely with local authority support teachers to inform her plans for development. Partnerships with other agencies are very good and other professionals often attend the setting to support children with special education needs and/or disabilities. The manager also facilitates multi-agency meetings to support children and families in familiar surroundings.

## 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

<b>Unique reference number</b>	EY216072
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	955191
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Karimia Limited
<b>Date of previous inspection</b>	26/01/2011
<b>Telephone number</b>	01158411200

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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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