

# Iqra Nursery

33-39 Garstang Road, PRESTON, PR1 1LA

<b>Inspection date</b>	19/06/2014
Previous inspection date	13/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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## The quality and standards of the early years provision

### This provision requires improvement

- Children who speak English as an additional language make good progress in learning to understand and speak English because teaching in this area is good.
- Children have good relationships with each other and with members of staff and as a result, they are confident and settled.
- Partnerships with parents are strong and effective, which promotes children's learning and well-being. Parents and children are supported well by staff when they start at the setting and when they prepare to move onto school.

### It is not yet good because

- Children's learning opportunities sometimes lack challenge and interest because staff do not always take sufficient account of individual interests and abilities when planning. Staff do not always ensure resources and space are appropriate and used well.
- Children's progress is not monitored thoroughly enough, in order to ensure all children make good progress in all areas of learning.
- Children's welfare, well-being and learning are not always supported well because evaluation and monitoring by the management team are not yet effective enough to ensure good quality practice is consistently in place.

## 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

- Prior to the inspection, the inspector viewed information about the provider and any information held by Ofsted, including the nursery's self-evaluation form.
- The inspector observed activities in the rooms and the outside learning environment and spoke to members of staff and children at appropriate opportunities.
- The inspector conducted a joint observation with the acting manager and looked at documents used to support and monitor children's learning.
- The inspector held meetings with the acting manager, deputy manager and members of the management committee of the nursery.
- The inspector reviewed documents, including evidence of suitability and qualifications of adults working with children and a sample of policies and risk assessments.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Sara Edwards

## 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 4pm. The nursery accommodates three- and four-year-old children from within the local area. There are currently 12 children attending in the early years age range. The nursery supports children who speak English as an additional language. The nursery currently employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds an early years qualification at level 6. Iqra nursery follows the Islamic faith.

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

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

- ensure planning for child-led play provides all children with opportunities for challenging and enjoyable experiences based on their individual abilities and interests
- ensure space and resources, both inside and outside, are appropriate and used effectively to provide children with a healthy, safe and stimulating environment in which to enjoy good quality learning experiences.

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

- improve assessment and monitoring of children's progress to ensure that any areas, which need targeted action or support, are identified and addressed, so that all children make good progress in all areas of learning
- strengthen evaluation and monitoring of the quality of all areas of practice and its impact on children, in order to improve the management overview, so ensure legal requirements are fully met and improvements are focused to benefit children's learning and well-being.

## Inspection judgements

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

Teaching has good aspects but is not consistently good. Consequently, children generally make satisfactory rather than good progress. They are generally developing most of the important skills, which they will need when they move onto school. Conversations are mostly effective in promoting children's understanding and language because staff are well qualified and understand how to promote the learning of young children. Staff talk with and play with children throughout the day and they sing rhymes and enjoy books together. For example, children are animated and engaged as they look at a book about creepy crawlies with a member of staff, pointing out different creatures and talking excitedly about their experiences. Children who speak English as an additional language are supported well because staff are skilled at teaching this aspect of learning. They use songs, games and pictures to build vocabulary and understanding. They speak to the children in English but are also able to support children in their home languages when they do not understand, or cannot express their needs or thoughts in English. Consequently, children develop their understanding and use of the English language while being fully included in all of the nursery activities. Adult-led activities are generally interesting for children and cover all areas of learning. However, child-led sessions are sometimes less well planned and the resources, space and activities available are not always based on children's individual interests and abilities. Consequently, there is a lack of challenge and interest for some children, which reduces their learning opportunities, enjoyment and their enthusiasm for learning. When staff notice that children are bored, they work with them to engage them in an activity.

Staff make observations and assess children's development, in order to plan for children's next steps in their learning. They have a broad overview of children's development and where potential gaps in their development are identified. Staff work with parents to support the child. However, assessment and progress information is not thorough or consistent enough to ensure that all areas where children may need targeted action or support are always identified. Starting point information and assessment information is not always used effectively to monitor children's individual learning and development and to plan activities, which challenge them.

Staff work well with parents, sharing information on children's development and interests. The nursery uses newsletters, daily conversations and regular meetings to ensure parents are kept well informed. Staff use the information, which parents share to enhance conversations and activities with the children. Parents are supported in developing their children's learning at home. For example, children enjoy taking home Arabic letter sheets and homework books with activities to do with their parents.

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

The environment is welcoming and adequately resourced, however, resources and space are not always used effectively to motivate and engage all children. As a result, some children are bored at times. The nursery's indoor environment is generally kept clean but sometimes outside resources are not suitable and clean, for example, when rain water collects in containers outside and is not emptied out. Children learn the importance of washing their hands before they eat and they enjoy fresh air and adequate opportunities to exercise. This helps them to develop some healthy habits for life. However, sometimes

available resources are not used to protect children from sunshine when they are playing outside on hot days, so they do not learn good habits for staying safe in the sun.

Children have good relationships with each other and with staff. They enjoy playing together and talking about their lives and interests. Children are confident and show in their behaviour that they feel safe and emotionally secure at the nursery. Staff teach them to respect each other and all living things. They encourage good behaviour, such as sharing and kindness. Consequently, all children are generally very well behaved. Occasionally, some children's behaviour is boisterous and disruptive to others because the resources and activities available to them lack appropriate challenge. Staff notice the unwanted behaviour and then work with children to engage them in other activities. They encourage children to manage some care routines for themselves, which builds their self-esteem and prepares them for the next stage in their learning.

Staff work closely with families. They visit them at home before children start at the nursery, to share information and to help the children get to know them. This has a positive impact on children, who settle well at the nursery. Staff support the religious practices of children's families, for example, encouraging children to practise removing their shoes and eating on the floor in preparation for Ramadan. When it is time for children to start school, staff provide parents and children with emotional and practical support through activities and information sharing. Consequently, children are emotionally well prepared for their move to school.

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

The management team have made progress in addressing the issues identified at their last inspection and as a result, there has been a positive impact on children's learning and well-being. For example, recruitment processes are now thorough and ensure staff are suitable to work with young children. Deputy managers are now in place and they have worked well to run the nursery during the long term absence of the manager. However, monitoring and evaluation are not yet effective enough to identify and address all weaknesses in the nursery and to ensure that all of the statutory requirements of the Early Years Foundation Stage are fully met. As a result, resources are not always used effectively and planning does not always provide children with challenging and enjoyable experiences. Monitoring of children's progress is not consistently thorough enough to always identify where they are underachieving and may need additional support or improved teaching. Staff and management undertake risk assessments to help keep children safe in the setting and on outings. They use daily checklists to check for safety and security issues, such as broken glass. However, monitoring of practice is not effective enough to ensure all legal requirements are always met, such as when some resources in the outside area are not fit for purpose and not kept clean. Staff demonstrate that they recognise signs and symptoms of abuse and know what to do if they have concerns about a child in their care. This helps to protect children from harm.

The management committee support the staff and acting manager, for example, through regular visits, supervisions and appraisals. They run internal training days and support

staff in developing their practice, which has a positive impact on children's learning and well-being. Staff support each other, sharing good practice and recognising each other's strengths. The management overview has improved due to the involvement of the committee members in the nursery and the introduction of regular management reports and meetings. However, there are some differences between the management committee's view of the setting and staff practice and understanding because monitoring and evaluation are not yet robust enough. As a result, some weaknesses are not identified. Staff and management demonstrate a positive attitude to addressing issues and immediately act on problems when they are identified. They encourage parents to share ideas for improvement and make changes as a result. They are keen to improve the provision for the benefit of the children and their families.

Partnerships with parents are strong. Staff provide good support for families and children, particularly when they move to the nursery and move onto school. This contributes to children's emotional security and well-being. They share information on children's development, which supports their learning at nursery and at home. Parents recommend the setting to friends and family and comment that they are very happy with the care and education their children receive.

## 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>	EY455989
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	963525
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Iqra Education Centre Committee
<b>Date of previous inspection</b>	13/09/2013
<b>Telephone number</b>	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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