

Salma Daycare 2

40 Malabar Road, LEICESTER, LE1 2PD

Inspection date

Previous inspection date

01/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Staff make good use of the wider community to teach children across all seven areas of learning and development and to ensure children have daily opportunities for physical exercise.
- The key-person system effectively supports all children, especially those who speak English as a second language and as a result, children settle well.
- Staff and the manager have a good understanding of how to safeguard children, ensure they are kept safe on outings and minimise risks in the playroom.

It is not yet good because

- Staff do not make routine observations of children's learning, and those that are carried out are not assessed to evaluate children's age and stage of learning as well as their next steps in learning. Therefore, staff are not adequately aware of the progress made and are not focused enough on promoting children's next steps in learning so that they make good progress.
- The manager does not consistently monitor the learning and development requirements of the Early Years Foundation Stage and as a result, has only very recently identified gaps in observations and assessments and staff knowledge.
- Routines during the day limit children's opportunity to become deeply involved in their learning as staff sometimes focus too much on tidying away and lining children up to wash their hands.

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 main playroom.
- The inspector carried out a joint observation with the manager and spoke with the provider, manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journal records, planning documentation, and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualification of staff working with children and the manager's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and via the settings recent parent questionnaires.

Inspector

Samantha Faulkner

Full report

Information about the setting

The Salma Daycare 2 nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted ground unit in the centre of Leicester, and is managed by Salma Daycare Limited. The nursery serves the local area and is accessible to all children. It operates from two playrooms and children visit local parks and the community for outdoor play. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including the manager with Early Years Teacher status. The nursery opens Monday to Friday during term time, from 8.30am until 5pm. Children attend for a variety of sessions. There are currently 20 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 meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from observations to understand children's levels of achievement, interests and learning styles and then shape learning experiences for each child reflecting those observations to help children to make good progress.

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

- consider more individual routines to enable children extended time to be engaged with activities or re-visit them later during the day, for example, by implementing routines that do not involve tidying away after children or excessive lining up to participate in care routines
- embed systems to effectively monitor the curriculum, children's learning records and observations and assessments that staff make, to ensure that all children make good progress.

Inspection judgements

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

Staff use children's interests from home and plan an educational programme to cover all seven areas of learning and provide appropriate challenge for all children. However, it is

unclear how much children make progress towards the early learning goals because staff do not make accurate assessments of children's starting points. Staff have only just started to observe and assess children's progress. The staff are familiar with, but only now refer to, and use, guidance documents in order to ascertain what children can do and need to do next. This knowledge and new systems are not yet fully embedded. However, observed children are not demonstrating any signs of early delay. Therefore, the impact on children's learning is not significant and the manager and staff have the drive to improve. There is a good partnership with parents to help children settle. Staff engage with parents and help them to share what they know about their children and then keep them informed about their children's achievements and progress. Staff complete the progress check for children between the ages of two and three years to share with parents about their child's progress. This helps parents to support their child's learning at home.

Children are motivated because the manager and staff demonstrate high expectations, enthuse and engage them. For example, children visit the local library where they listen attentively to a story, select books of their choice and use the electronic booking system to scan their books, enabling them to return to the setting with them. Children enjoy sitting quietly and sharing their new books among friends, promoting their communication and language and understanding of the world. Staff actively support children in their learning and development and teaching is at times good. However, staff focus too much on tidying away after children, before going outside or having snack. This means that staff do not consistently create a stimulating learning environment so that children participate in purposeful play and exploration. Children enjoy an appropriate balance of opportunities to play indoors and outside by making good use of the local community. On the day of the inspection, children visit the library, which is planned to further explore children's curiosities about buildings. Staff point out different shapes of buildings and children discuss what they see. There is a good balance of adult-led and child-led activities. For example, a member of staff plans activities using play dough and models how to roll and mould the malleable material. Children practise using a range of tools and make different marks. As a result, children's physical development is supported. Children ask to use the computer and lead their own play, working in small groups to gain confidence using the keyboard and mouse, while other children initiate games with a football.

Most of the children who attend speak English as an additional language and they are very well supported by a staff team that speak eight different languages between them. The setting provides relevant opportunities for children to settle well and be involved. For example, parents are invited into the setting to help with the early assessment by translating the children's voice. They attend activities, such as learning English songs, to see what the children are doing and so that they can support this at home. Staff have key words in children's home language and ensure the key person can speak the child's home language. All staff speak slowly and model clear language in English. Visual timetables on the wall and lanyards are used to further support children's learning. The staff provide opportunities for children to develop and use their home language in play and learning. For example, children are taught in English but staff join in with the mother tongue in role play, then repeat in English. They support children to continue play in their home language. As a result, children communicate well in English during the session. Staff share planning and information on the parents board weekly, along with key words with visual support for the parents to support with at home. Staff share verbally with parents what

the children enjoy and learn, and parents speak highly of how much learning they feel their children have achieved.

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

Children are forming appropriate bonds and secure emotional attachments with carers. Children are happy and enjoy what they do, learn to behave well and play cooperatively, develop independence, explore their surroundings and use their imagination. They talk and play with adults and each other. The manager and staff have implemented a behaviour management policy and have age-appropriate strategies that involve familiar sayings, such as 'kind hands' and 'caring is sharing'. Children repeat these and use them in their play with other children if they are unhappy with their behaviour. Staff use distraction techniques and remove triggers, such as reducing the waiting time for children to use the computer. As a result, children's behaviour is good. Staff value each child and talk knowledgeably and positively about them. Staff are knowledgeable about children's likes and dislikes and welcoming to all. They create a homely atmosphere and take the time to listen and respond to the children. Staff have fun and play with the children, happy to let the children take the lead in their play. Children are encouraged to care for the environment. For example, they visit the library and respect the books. They understand the importance of being quiet and they listen well and pay attention when the manager reads a story to the children.

Children have sound opportunities to learn about other cultures and beliefs as the manager and staff provides a range of activities and experience. For example, they share festivals and religions and explore the community when they go out on walks. Staff are bilingual so children hear many languages spoken at the setting. Staff support children to develop an understanding of the importance of physical exercise and a healthy diet and to manage their own hygiene and personal needs. They teach children how to wash their hands properly and explain the implications of poor hygiene. They model good practice and wear aprons for nappy changing and preparing food. Children are encouraged to get and use their own tissues and dispose of them in the bin. However, the care routines overpower the teaching and learning opportunities for the children. For example, staff tidy all the toys away as the whole group lines up to wash their hands before going on an outing. This results in children waiting unnecessarily, during which time they do not have any activities to engage with. On the return from the outing staff support children to remove coats and shoes while other children play in the room. However, activities are not set up and it takes staff a little while to realise that the environment is not inviting to children and not conducive to their learning. At snack time, staff tidy away again and all children wait while the tables are pulled together. Even when they all sit down, there are not enough bowls of fruit to share and children again waste time waiting. As a result, children are not fully supported to be deeply involved with their learning.

Children are well nourished as they are provided with a balance of healthy snacks and drinks. Children have daily provision for outdoor play. Although there is no attached provision, children are taken outside on a daily basis. Staff plan the outings around children's interests to ensure they are purposeful and make excellent use of the environment. They teach children about the different buildings, count cars and introduce

mathematical language with numbers, colours and shapes. As a result, children have an excellent understanding of staying safe near the road and hold hands with confidence. Children are prepared for their transition into other early years settings, and into maintained nursery provision and/or Reception class. For example, their confidence and independence is promoted through strong key person attachments that ensure children learn to separate with ease. Staff promote self-care through giving children choices about wearing their jackets and show them how to put their arms in one at a time. Staff introduce new vocabulary, such as 'right' and 'left' as children put their shoes on. Small circle time and group activities help children to learn how to listen and take turns in preparation for school.

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

The manager is well qualified and extremely knowledgeable. She is passionate about the service she provides and the support she offers to staff. Her knowledge of the learning and development requirements of the Early Years Foundation Stage is good. However, she had delegated responsibility to a deputy while she managed another setting and had not effectively monitored the observations and assessments that the staff carry out or the educational programme. Recent staff changes and an inspection at the other setting resulted in the manager carrying out robust audits of this setting, during which time she identified key weaknesses that are identified during the inspection. Development plans address key priorities and the manager acted swiftly by implementing new systems, staff training and more regular supervision. However, these changes have only very recently been implemented so have not had time to embed into staff practice. The manager ensures that she has effective systems now for performance management and the continuous professional development of staff. The manager supports staff to attend training, which they then cascade to the whole team at regular team meetings. For example, as a result of training, visual timetables are now in place and effectively used. Staff have more of an understanding about the characteristics of effective learning and recognise that children learn differently and are starting to take this into consideration with their planning.

The manager and staff fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage at all times by implementing policies and procedures consistently to create an environment that is welcoming, safe and stimulating. The manager ensures that effective safeguarding procedures are in place. She provides a clear safeguarding policy which she shares with parents. This includes an explanation of the action to be taken in the event of an allegation made against a member of staff, and covers the use of mobile phones and cameras in the setting. Staff all receive training and understand the safeguarding policy and procedure. They know how to recognise signs of abuse and record any concerns. There is an effective recruitment process and the manager has good systems in place to ensure relevant information is recorded about staff's qualifications, identity checks and vetting processes that have been completed. There is an induction procedure that helps staff fulfil their roles and responsibilities. This includes information about emergency evacuation, safeguarding, child protection, equality policy and health and safety issues. The manager and staff have a

good understanding of the adult-to-child ratios in line with the Early Years Foundation Stage requirements and ensure that these are maintained.

Children are helped to stay safe as the manager and staff take positive steps to minimise possible risks. For example, door handles are higher so that children cannot open them unsupervised and the fire door has a double lock to ensure it cannot be pushed by children but still able to be used effectively in the event of a fire. Evacuation procedures are practised with the children to raise their awareness of keeping themselves safe and any actions to take next time are recorded on the daily register of attendance. There is a keypad for entry into additional rooms and daily health and safety checks are completed in addition to written risk assessments. As a result, the premises are secure and children are kept safe. The manager and staff maintain a two-way flow of information with parents and carers and between providers, if a child is attending more than one setting. They are starting to include parents' comments into children's records. For example, the manager has a new form to gather more comprehensive information from parents and to gain permission for that information to be shared with other settings. There are good links with other agencies, the library, Sure Start Neighbourhood Centre, other settings and the local community. This means that children have a consistent approach to their learning as their main carers work in partnership.

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	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	EY473290
Local authority	Leicester City
Inspection number	949381
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	20
Name of provider	Salma Daycare Limited
Date of previous inspection	not applicable
Telephone number	0

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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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