

Salma Daycare

12 Brunswick, Leicester, LE1 2LP

Inspection date	03/06/2014
Previous inspection date	16/04/2012

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Security of the setting is weak. The entrance to the setting is not monitored effectively, which means that unauthorised persons are able to access the setting without the knowledge of staff.
- Risk assessment checks are not robustly implemented to quickly identify and minimise all potential health and hazards, in order to effectively maintain children's safety.
- Monitoring of staff is weak; there are inconsistencies in the quality of teaching and poor identification of staff training needs. As a result, children's individual learning is not fully supported.
- Planning, observation and assessment are weak. This leads to gaps and means that planning does not consistently reflect the needs of some children or support children's future learning.
- Opportunities for children in the pre-school room to use a range of play equipment to extend their growing understanding of number and counting are limited.

It has the following strengths

- Children and parents are warmly welcomed into a relaxed and friendly setting. This means children enter happily and parents feel confident to leave them.
- Staff are kind and approachable, ensuring babies and children settle and develop a sense of belonging.

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 looked at all areas of the setting.
 - The inspector held a meeting with the manager and registered person at agreed times during the inspection.
 - The inspector carried out a joint observation with the manager.
 - The inspector talked with staff and children at appropriate times during the inspection and observed activities in all of the rooms used by children.
 - The inspector took account of the views of a parent spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of staff working
- with children, children's assessment records, planning and a selection of policies and documentation.

Inspector

Alex Brouder

Full report

Information about the setting

Salma Daycare registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It has been under its current ownership since 2011. The nursery is run by Salma Daycare Limited and operates from a converted two-storey building near the centre of Leicester. Children are based in three playrooms on the ground floor, with the use of associated cloakroom facilities. Office and kitchen facilities are provided on the ground and first floors. There is an enclosed outside area for outdoor play. The nursery opens between 8.30am and 8pm Monday to Friday during term time only. There are currently 63 children on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 11 members of staff employed to work with the children, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure staff undertake more robust risk assessment checks to make sure potential hazards are continually identified and quickly minimised, especially relating to the external door not closing securely after use and issues around visitors tailgating, along with hazards associated with the cluttered outdoor play area, storage area and general cleanliness of the pre-school bathroom
- improve processes for the monitoring of staff practice, so they are robust enough to ensure teaching methods improve, enabling all children to be challenged appropriately across the range of activities provided so they consistently make good progress
- ensure observational assessments are used more effectively to identify and plan developmentally appropriate next steps, in order to support staff in providing effective, purposeful learning experiences, indoors and outdoors, which consistently meet the individual abilities of each child
- improve all staff's knowledge of the characteristics of effective teaching and learning, observation, assessment and planning, and ensure that all staff use a consistent system which supports all children with their learning and development
- improve the educational programme for mathematics by increasing opportunities for children in the pre-school room to use a range of play equipment and opportunities to extend their growing understanding of number and counting.

Inspection judgements

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

Children's learning and development are not effectively promoted because teaching is inconsistent, resulting in variable learning experiences being delivered for each child in the setting. Some reasonably useful information is gathered through observations of children's learning. However, the process for making observations is haphazard and not fully supportive of children's learning and development. As a result, planning and assessment do not reflect children's individual needs or cover a balance of the prime and specific areas of learning. This results in a lack of planned, purposeful play for each child around their next steps in learning. Although there are systems in place to monitor the progress children make, this is not yet used effectively. Planning is not always evaluated to show what children learn, offering instead a descriptive summary, which does not reflect what was learnt or how to adapt for children's future learning. Staff do sit and play with children and offer some purposeful language to stimulate and enable them to extend their ideas. Staff are kind and caring and most know the children well to enable them to guide children appropriately. However, this practice is not consistent and there are times when some staff sit at activities with little or no opportunities to respond to children's emerging needs or interests to provide challenging, purposeful learning experiences. For example, during a cutting and colouring activity, staff do not offer further tools or resources to extend children's ideas, such as glue or sticky tape, or ask them to draw their own representations. Suitable systems are in place to seek information on children's skills before they begin at the setting. Staff discuss how 'all about me' sheets are completed with parents, to help them plan toys and activities to reflect children's individual needs. Children are then observed during their settling-in period to enable staff to identify their interests and learning needs. Staff discuss how parents are asked to inform them of any learning that happens outside of the setting, which staff use to enhance their development within the setting. Staff have a suitable understanding of their responsibility for completing a progress check of children aged between two and three years at the appropriate time, and to share this with parents.

Children are happy, enjoy their time at the setting and have access to a suitable range of resources, both indoors and out. They have suitable opportunities to make choices in their play, for example, as younger children are observed to access plastic bricks from low-level shelving and as two pre-school children play with a large car on the carpet, passing this from one to the other. Children in the pre-school access adult-led play which consists of a cutting activity and a colouring activity. They handle and use the pencil crayons and scissors well, and staff use occasional questions to enhance their skills as they ask them what colours they have used and ask how many wheels they have on the car they have coloured. However, some interaction with the children in both adult-guided and child-led play can often lack challenge and purpose, which hinders learning and results in some children flitting between activities, as opposed to settling and enjoying experiences. This does not prepare children well for their next stage of development, such as starting school. The setting places emphasis on communication and language. Therefore, overall, speaking and listening skills are developed generally well. Most children in the nursery speak more than one language, which staff support appropriately as they are all bilingual.

Staff work closely with parents to ensure simple everyday words are sought for those languages less familiar to them. Staff working with younger children use communication well during key times, such as nappy changing, supporting their understanding of language and developing their feelings of self-esteem and security. In addition, children who have special educational needs and/or disabilities have their needs met well as staff take time to work closely with parents and other professionals to develop their skills and abilities.

Children's imagination is appropriately supported. Role-play areas are set up to include a suitable assortment of pots and pans, dolls and dressing-up items, allowing children to express themselves and role model what they know of the world. For example, a four-year-old child sits on the floor making a meal for the doll; they gently hold the doll in their arms and speak to them about the food being offered. A member of staff intervenes well in this activity as they ask a range of questions, such as 'how do you prepare babies' food?' and 'what foods does your baby like?'. This enables the child to think about their response and use appropriate language to support their answer. Further to this, children enjoy using construction of various types, such as interconnecting shapes and plastic bricks. They spend time building with these and are proud to show staff their achievements. All children have regular opportunities to play outdoors, which staff plan appropriately to enable children to use a range of toys and equipment, such as sit-and-ride toys, puzzles, craft activities and small slides. Children love to use this space to run around chasing one another and socialising with their peers. However, sometimes teaching is not effective within the outdoors as staff rush children to finish their messy play. For example, a young child is having great fun exploring the paint, both with their hands and the brush. Staff want this activity cleared away as it is 'very messy', which means the child becomes upset at having the activity taken away from them before they have finished. While the child is soon redirected to other play, this hinders their developing small muscle skills and imagination. Opportunities for children to explore mathematics during play and set activities are not fully effective. For example, pre-school children are asked individually to count to 20 during circle time each morning. However, there are no props to support this or use of actual numbers to enable children to know and understand the physical concept of a number, and during everyday play some staff miss opportunities to build on children's knowledge. Children's awareness of diversity is supported through their exploration of various festivals around the calendar year. They play with a suitable range of positive images, including small world people, dolls and dressing-up resources, to further extend their understanding. This supports children's learning about the world around them.

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

Children's safety and well-being are compromised due to the risks associated with the main entrance to the nursery. As parents arrive to drop off or collect their children, they consistently leave the front door open. This allows unauthorised persons to gain access to the setting. In addition, risk assessments do not identify all associated risks, such as the storage area in which outdoor toys are kept, which poses a risk to staff's safety. Furthermore, children are exposed to unsanitary areas, such as the pre-school bathroom and the outdoor area, as these are not maintained in an appropriate manner. For

example, rubbish that has blown off the streets or from local offices to be in the same area as children playing outdoors is not removed before they access this area. Overall, children develop appropriate independence in their self-care skills. All children clean their hands before snacks and meals, and older children talk about knowing why they need to do this. Staff talk to the children about the foods offered to them and comment on how fruit will give them the energy to play outside later that day. These are skills that will support them when they move on to school.

Children's individual health, dietary and individual care needs are understood by practitioners and generally well met. An 'all about me' form is used to gather information about children's needs and interests at home when they first start at the nursery. An established key-person system is in place, enabling children to build secure attachments to staff. Staff know children well and offer a caring environment which supports their sense of belonging. The gradual settling-in process allows staff to learn children's routines, such as how they sleep, their eating habits and any particular comforts they have. As a result children settle quickly and easily. Children are well supported as they move between rooms in the nursery and move forward in their learning. They have regular visits to their new room to help them become familiar with the routine, the key person and their peers. Staff and parents share information each day during arrival and collection times.

Children behave well and develop an understanding of acceptable behaviour through appropriate role modelling and discussion. For example, while playing with a toy car, older children are reminded to 'push this gently' from one to the other and to 'be careful not to push this into any of the other children'. Praise is used to enhance children's behaviour and to promote their self-esteem. Staff offer commentary for younger children and babies during their play. For example, when a toy is taken from another child, staff retrieve this, reminding them 'it is not kind to take toys, we must share and all have a turn'. Children have some opportunities to take risks in their environment as they climb on the small climbing frame outside and use the cars and bikes in the play area, manoeuvring them around in the small space. Inclusion is heavily promoted within the nursery, and all families are valued and respected. There are clear strategies in place to support children who speak English as an additional language. Consequently, their confidence grows as they play and learn. Links with other agencies and professionals work well to ensure all children receive the support they need.

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

This inspection took place because of concerns raised with Ofsted regarding the security of the premises. This inspection found that the entrance to the setting was not maintained securely in order to support children's security and safety. Further to this, the inspection found that risk assessments are not effectively undertaken, and this impacts on children's overall safety and welfare. For instance, areas used by children are not kept to a high enough standard, particularly in relation to the cleanliness of the pre-school toilets and the organisation of the storage area that houses the outdoor play equipment. The outdoor areas are not checked for safety and suitability each day before the children go out to play and, as a result, rubbish and items which have blown in from the street or offices nearby

are not removed and pose a risk to children. These link specifically to the safeguarding and welfare requirements of the Early Years Foundation Stage, in addition to a number of requirements of the Childcare Register. Likewise, some of the learning and development requirements are also not met. Within the setting staff are deployed effectively to ensure that children are appropriately supervised indoors and outdoors. As a result, staff know where children are at all times. In addition, staff-to-child ratios are maintained appropriately to ensure that the requirements of the Early Years Foundation Stage are met.

A number of staff have completed safeguarding training and are knowledgeable about what to do in the event of a concern about a child, or if an allegation is made against a member of staff. Safeguarding information is available to parents within the nursery foyer. This ensures that parents are aware of the steps to take if they have concerns about the behaviour of any adult on the premises or concerns about a child's welfare. Disclosure and Barring Service checks are in place for all practitioners to ensure their suitability to work with children. The recruitment procedures for the nursery are suitable and include ongoing systems in place to ensure staff working with children are suitably checked. The monitoring of the educational programme is weak. Although the manager has set up a system to monitor children's progress, those in charge have not acknowledged that for some children there are major gaps in the observations completed on their progress. As a result, staff do not have a sufficient knowledge of some children's skills, abilities and progress. This leads to gaps in some children's learning and development. Overall, performance management is weak. Although regular supervision and annual appraisals are completed for all staff, these are not recognising the gaps in some staff's teaching ability or identifying individual training needs to support their ongoing professional development. As a consequence, some practice is inconsistent and training needs are not identified through this process to help address under-performance, particularly in relation to observation, planning and assessment. Weaknesses in the assessment arrangements for learning and development mean that children's individual learning needs are not sufficiently well identified and met. As a result, children's progress is not accurately tracked. Self-evaluation is in place and some areas for continuous improvement have been identified, in particular, with regard to training needs which staff have identified as part of their appraisal to improve quality and practice. However, the provider's reflective practice has failed to identify the weaknesses raised as actions for improvement during this inspection.

Partnerships with parents and carers are sound. They receive good information through regular newsletters and a range of useful information within the main foyer. In addition, regular information is shared with parents on the range of activities taking place within the setting, what areas of learning these link to and how parents can support and extend this in the home environment. Daily feedback is shared with parents regarding their child's day and they are given opportunities to come into the setting to view their children's learning journals and talk through their child's individual assessment. As a result, parents are well informed. A parent spoken with commented on how happy their child was at the setting and how much their skills had developed, particularly their language skills. The setting also works in partnership with other professionals to support children with special educational needs and/or disabilities, so that they too are able to make appropriate progress, given their starting points.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that children are unable to leave the premises unsupervised (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment immediately, where a need for an assessment arises, to ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that children are unable to leave the premises unsupervised (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment immediately, where a need for an assessment arises, to ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)

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	EY420739
Local authority	Leicester City
Inspection number	976168
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	63
Name of provider	Salma Daycare Limited
Date of previous inspection	16/04/2012
Telephone number	0116 2512530

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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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