

Darul-Arqum Nursery

Purlwell Lane, Batley, West Yorkshire, WF17 7NQ

Inspection date

05/11/2014

Previous inspection date

16/11/2011

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

- The quality of teaching is good. Staff understand how children learn and provide a wide range of planned and freely-chosen play opportunities to enhance children's development across all areas of learning.
- Children are confident, happy and settled in the relaxed and friendly atmosphere of the nursery. They form warm and trusting relationships with the staff, who ensure that their well-being, safety and individual needs are effectively met.
- Children are well protected from harm as staff demonstrate good knowledge of safeguarding procedures. Clear written safeguarding policies are regularly updated and shared with parents.
- Staff work in close partnership with parents and other professionals to ensure there is a joined up approach to promoting children's learning and development. As a result, there is good continuity in care and children receive the support they need to develop and learn.

It is not yet outstanding because

- Children's independent learning and opportunities to help them understand the meaning of words in the environment are not fully maximised because boxes and drawers containing resources, are not clearly labelled.
- Staff do not consistently provide opportunities for children to observe things closely and investigate the world through a variety of means, such as through magnifying glasses.

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 at various times of the day in the playrooms.
- The inspector spoke with the manager, staff and children at various times throughout the inspection.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken with on the day.

Inspector

Helene Terry

Full report

Information about the setting

Darul-Arqum Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee. It operates from two rooms in a supplementary school building, referred to as Madrasah. The nursery serves the local community. There is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff, of whom all hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status and one with a degree in early years. The nursery opens Monday to Friday from 9am to 12pm and 12.30pm to 3.30pm term time only. There are currently 62 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The majority of children speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- explore ways of enhancing opportunities for children to choose resources independently and to recognise that words have a meaning, for example, by labelling boxes of toys
- provide more opportunities for children to closely view the natural world through a variety of resources, for example, by using magnifying glasses.

Inspection judgements

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

Children enjoy their time at the nursery. They actively participate in a wide and exciting range of learning opportunities, tailored to meet their individual learning needs and interests. Staff understand how children learn and provide an exciting educational programme, which is based on children learning through play. Staff observe the children in their care and use their observations to identify children's next steps in learning, which informs the planning of the activities. Staff are skilful at identifying and following children's interests. In addition, they communicate effectively with parents. This ensures they remain well-informed of changes to the children's interests, home life or capabilities through discussions and the 'wow moment' cards. Key persons use effective systems for assessing children's progress, and encourage parents to play an active role in this process to promote continuity of care and learning.

Staff also obtain good information from parents about what children already know and can to ensure their needs are met from the start. Development records show that all children, including those who speak English as an additional language, and who have special educational needs and/or disabilities, make secure progress in their learning. Bilingual staff are employed to further support children in their home language, which enables children to feel valued. Individual educational plans are in place to support those children with learning difficulties to help them reach their full potential. Children's progress checks, between the ages of two and three years, are completed to help staff identify any additional needs a child may have and parents are involved in this process.

The environment is well organised, with resources at child height. However, many of the resources are stored in boxes that are not clearly labelled. This does not make the best use of opportunities to fully enhance children's understanding that words have a meaning. In addition, it does not enhance their ability to fully make choices about the resources that are available. Children are keen, excited and motivated. For example, they categorise as they learn about the different animals, the sounds that they make, and about animals living environments. They make their own representations of these animals by using clay, as they develop their imaginations and small muscle movements, by rolling, hitting and making marks in the clay. Staff watch, make suggestions where required, and intervene to introduce and extend children's language skills. They also understand that children sometimes need to guide their own learning and provide them with the space in which to do so. Children's language and communication skills are promoted effectively by staff speaking with children clearly, and encouraging them to think critically about what they are doing. Consequently, children are learning the skills they need in readiness for school. Children explore the outdoor environment. However, they do not freely have opportunities to view nature more closely, for example, by using resources, such as magnifying glasses. Staff provide opportunities for children to develop their physical skills as they climb, slide and balance on the apparatus both indoors and outdoors to maximise learning.

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

Children are cared for in a calm and caring atmosphere, which creates a positive learning environment for all. As a result, children are secure and happy. Children are supported to gradually settle in the group, and staff use this time to get to know children and their parents. This fosters a smooth transition from home. Staff continue to communicate well with parents on a daily basis to enhance continuity of care and learning. Staff also support children in their move on to school. For example, they talk with children about changes in their lives, and teachers are encouraged to visit the children to help develop relationships. As a result, children are prepared emotionally for change. Staff help children understand the nursery's rules and boundaries. Consequently, children are well behaved. Staff gently remind them how to walk carefully indoors, how to share fruit at snack time, and how to be considerate of each other's feelings. This helps develop children's social skills. Staff act as good role models for children, speaking to them in a caring and kind way and valuing their contribution to discussions and ideas.

Children develop a good understanding of a healthy lifestyle. Fresh drinking water is

always available for children to access. Snack times are social occasions where staff sit with the children and chat while they eat. Staff talk with children about food that is good for them as part of encouraging a healthy diet. Staff promote good hygiene procedures by helping younger children to clean their hands and reminding older children to wash their hands at relevant times. Cosy areas in the indoor environment give children opportunities to rest, relax and play quietly. The outdoor area provides plentiful scope for physical, energetic play, and staff complement this with a good range of other activities so that children enjoy being outdoors. This helps those children who learn better outdoors.

Staff encourage children to think about their own safety during their play. For example, they are aware of how to use bikes safely. They also know not to run indoors, which is sensitively reinforced by gentle reminders from the staff. Children are supported well to use equipment safely, such as scissors during a craft activity, and they are supported when they take risks, such as when riding bikes down the slope and climbing and balancing on the apparatus. Consequently, children build confidence in their own abilities, which boosts their self-esteem.

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

The management team has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed the appropriate training to ensure that children are safeguarded, and they are familiar with the procedures to follow should they have concerns relating to child protection. Robust recruitment procedures ensure that all employees are suitable to work with children. Staff monitor who enters and leaves the nursery through a visitor's book, and records are kept of children's attendance, accidents, incidents or medication administered to children. Policies and procedures effectively underpin staff practice. This shows that the nursery gives safeguarding and welfare of children high priority. Furthermore, the effective use of risk assessments for indoors, outside and any outings ensures that children play in a safe and secure environment.

The manager supervises and oversees the day-to-day operation of the nursery, which includes the close monitoring of the quality of teaching and learning. She works alongside the other staff, which provides her with opportunities to observe practice, and to review the consistency of the educational provision for children. The manager frequently reviews all children's learning through discussions with the key persons. They evaluate the success of the educational programme, and use the key person's observations and assessments to identify any gaps in the provision for children's learning to maximise progress. Staff's continued development is enhanced through access to training to develop their skills and improve the learning outcomes for the children. New staff receive thorough induction to support them in fulfilling their roles and responsibilities in line with the nursery's policies and procedures. All staff undergo regular supervision, which helps identify any training needs. Staff, children and parents are involved in the nursery's self-evaluation process and help to identify its strengths and areas for development. All the areas identified for improvement at the last inspection have been successfully addressed. As a result, routines and group activities consistently meet the needs of the children. In addition, the

observations and assessments that staff complete, are thorough, and ensures that the educational programme meets the needs of the children well.

Partnerships with parents are good. Parents spoken with at the time of the inspection, express their confidence in the staff, and comment on their helpfulness and how they ensure that the needs of their children are met. They feel their children make good progress because staff know them well and tailor learning to meet their individual needs and learning styles. Staff work well with other agencies involved in children's care, such as the local authority's inclusion team and speech and language therapists. This ensures that the needs of all children are addressed effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY243957
Local authority	Kirklees
Inspection number	860212
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	62
Name of provider	Mount Pleasant Islamic Trust Committee
Date of previous inspection	16/11/2011
Telephone number	01924 423786

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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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