

# Salma Daycare

12 Brunswick, Leicester, LE1 2LP

<b>Inspection date</b>	11/11/2014
Previous inspection date	03/06/2014

<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
The contribution of the early years provision to the well-being of children		3
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

- Children are cared for in a caring and nurturing environment. They are happy and settled because their emotional needs are effectively met by the staff.
- Staff understand how to promote the health and safety of the children in their care. Safeguarding procedures are satisfactory. As a result, children are appropriately cared for and protected.
- Partnerships with parents and other professionals are well established to make sure children receive appropriate support.

### It is not yet good because

- The implementation of procedures to monitor the effectiveness of the planning and the quality of teaching are not sufficiently rigorous. This means that children make satisfactory, rather than good, progress.
- Ongoing assessments of children's learning and development are not consistently linked to the planning of activities. As a result, children are not always provided with challenging activities that are fully matched to their learning needs.
- Children's critical thinking skills are not always maximised. This is because some staff do not always use questions that challenge children to think about their answers and allow them time to consider and respond.

## 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 playrooms and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the owner, manager and staff at appropriate times throughout the inspection.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Lianne McElvaney

## Full report

### Information about the setting

Salma Daycare was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises near the centre of Leicester. The nursery is one of two settings privately owned and managed by Salma Daycare Limited. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff, of whom seven hold appropriate early years qualifications at level 3, two at level 2 and one member of staff is unqualified. The nursery opens Monday to Friday during term time. Sessions are from 8.30am until 8pm. Children attend for a variety of sessions. There are currently 43 children attending, who are in the early years age group. The nursery provides funded early education for 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:

- ensure the newly established systems are implemented more consistently to monitor the quality of planning and teaching, so that the manager is more able to identify where weaknesses are and address them, in order to improve learning opportunities for children
- ensure assessment of children's learning and development is more closely linked to the planning of activities, in order to consistently provide all children with activities that are fully matched to their learning needs.

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

- strengthen staff's use of challenging questioning; give children time to think and respond and make more use of their critical thinking and problem solving skills.

## Inspection judgements

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

Staff are continuing to improve their knowledge of the Early Years Foundation Stage, in order to guide children's development. The staff team are able to meet the needs of the children attending appropriately. They successfully assess children's learning by recording observations of their progress and planning for their next steps. As a result, children are making satisfactory progress in their learning and development, in readiness for school. During each child's induction, key persons obtain 'All about me' information from parents.

This information is then used to aid the settling-in and initial assessment process. Staff subsequently use ongoing observations and assessments to identify children's interests, different learning needs and abilities, in order to identify their next steps in learning. However, the identified priorities are not always routinely used to inform the planning of challenging experiences in all areas of the children's learning. As a result, children are occasionally not provided with challenging activities that are fully matched to their learning needs. Through a combination of informal conversations and access to assessment records, parents are kept adequately informed about their child's progress and attainment. Staff complete the progress check for children between the ages of two and three years. Therefore, they are aware of children's progress at this stage and can share this information with parents.

Children's personal, social and emotional development is given high priority by staff. Independence is promoted well and during each play session, children can move freely between activities. The choice of activities is varied in both rooms. Children confidently make decisions about where they want to play and what activities to play with. Friendships are appropriately fostered. Children extend and elaborate play ideas together as they change the colour of the water in the water tray and use their imaginations during role-play activities. For example, children prepare meals for one another in the home corner. Children's developing physical skills are effectively encouraged. For example, children pedal and steer ride-on wheeled toys and enjoy accessing the climbing frame and slide. In addition, children's manipulative skills are developing well. They use paints confidently to make their own pictures and hold writing implements with increasing control.

Staff join in children's play offering appropriate support and encouragement. In addition, staff support children's developing literacy skills. This is because staff share story books with children and read stories to them, which stimulates discussions. Older children are beginning to recognise their own name through finding their labelled coat peg. Staff support children's communication and language development appropriately. Most children express themselves with growing confidence. However, occasionally the quality of teaching and use of questioning is not sufficiently focussed to fully challenge children's learning. For example, some planned activities involve adults using closed questions about colours and shapes instead of supporting wider discussions. Therefore, children are not encouraged to think about and discuss what they are doing. Also, they are not encouraged to develop their own ideas and imagination.

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

Staff know children well and build positive relationships with parents to help children to settle-in and enjoy their time in the nursery. There have been staff changes this year, including the management role. Despite this, staff have worked to provide the quality and consistency required to support children's well-being. Each child has a key person. This works generally well because parents know who the key person is for their child and who to speak to about their progress. This supports children's individual needs. For example, in the baby room, space and resources are well organised to provide opportunities for children to explore and learn actively. This helps babies to be content and physically

healthy.

Children are supported appropriately in the move from home to the pre-school. This is because parents are invited to settling-in sessions and staff gather a range of information about each child's family and background. For example, information is obtained about any known special dietary requirements, preference and food allergies and any special health requirements. This effectively promotes continuity in the children's care and supports their continued well-being. Staff support moves for older children as they prepare to move into other early years settings. For example, children visit their new school with staff from the setting. Staff complete transition documents, which provide information about children's learning and development achievements during their time at the nursery.

From a young age, children gain an awareness of behaviour boundaries. They are encouraged by staff to play cooperatively with others, to share and take turns. Staff praise children, which promotes their confidence and self-esteem. Children are developing an awareness of safety and how to stay safe. For example, staff explain to children that they must not stand on the slide. Children use the bathroom independently and are learning to manage their own care needs. Children's physical health is suitably addressed. They have daily access to the outside for fresh air and enjoy being physically active. Staff are aware of the languages children speak at home. Also, they make sure that they are aware of key words to use with children during their play, which shows that their home language is valued. They also use signs and symbols to aid children's communication. This inclusive approach helps all families to feel welcome.

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

The new manager is developing a general overview of the educational programmes and experiences required to help children progress towards the early learning goals. However, the very suitable procedures that have recently been developed to monitor the effectiveness of the planning and the quality of teaching are not always thoroughly implemented while staff are still learning how to use them. As a result, learning opportunities sometimes lack challenge because they are not sharply focussed on children's precise learning needs. The manager is not always effective in using the newly established processes to identify weaknesses in the quality of teaching and supporting the development of staff skills. The management seeks support and advice from the local authority improvement team. In addition, self-evaluation is used to highlight strengths and areas for improvement, including asking parents and staff for their comments.

The arrangements for safeguarding children are satisfactory. The deputy manager is the designated safeguarding person and the setting has a good policy. Staff working with children are clear about their responsibilities towards protecting them from harm and neglect. They are fully aware of the signs and symptoms of abuse and the procedures to follow should they have any concerns about a child in their care. Children's welfare is addressed because staff to child ratios are maintained and clear records are kept of any accidents or any medicines administered. Recruitment, vetting and induction processes for all adults, who work with children or come into contact with them, are secure. For

example, all staff working at the premises complete Disclosure and Barring Service checks. This ensures that staff are suitable to work with children. Policies and procedures are in place to support the management of the provision.

Since the last inspection and subsequent monitoring visit, the provider has made some good progress in addressing the weaknesses raised. For example, regular risk assessment and daily checks are established to ensure that measures are in place to avoid dangerous situations occurring. Security systems protect children while on the premises. As a result, children move freely and develop their play and ideas and they are unable to leave the premises unsupervised. In addition, visitors are asked to provide full identification and are required to sign into the visitors' book. The owner, manager and staff have developed appropriate relationships with parents. Comments received from parents regarding the care and learning provided, are generally complimentary. Management and staff understand the importance of partnership working with external agencies, in order to secure appropriate interventions for children to receive the support they need. For example, procedures are in place to seek expert advice from other professionals should the need arise. Partnerships with other providers are continuing to be developed.

### **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. 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

<b>Unique reference number</b>	EY420739
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	983930
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	39
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Salma Daycare Limited
<b>Date of previous inspection</b>	03/06/2014
<b>Telephone number</b>	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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Piccadilly Gate  
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