

# Tarbiyah Nurseries

3 Smedley Lane, Cheetham, Manchester, M8 8UJ

<b>Inspection date</b>	18/12/2014
Previous inspection date	07/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to teach and engage children in learning. As a result, children make good progress in their learning and development.
- Staff have an appropriate understanding of effective safeguarding and risk assessment. Staff are aware of the authorities to contact should they be concerned about a child's welfare.
- The management team undertake self-evaluative practice and involve the views of parents and staff to develop the provision. This shows a commitment to improving.
- There are good partnerships in place with parents and other professionals. These partnerships support children as information about their individual needs is regularly shared. Consequently, children's needs are well met.

### It is not yet outstanding because

- Children are not always well supported to think for themselves, because they are not always given enough time to think about how to respond to questions.
- Staff do not yet have the opportunity to undertake peer observations, in order to share good practice with one another and raise children's attainment to the highest level.

## 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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the quality manager.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, the provider's self-evaluation and improvement plans.

## Inspector

Elisia Lee

## Full report

### Information about the setting

Tarbiyah Nurseries was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted listed building on a main arterial route into Manchester city centre and is registered to a private individual. The nursery operates from four playrooms over two floors and there is an enclosed area available for outdoor play. The nursery employs 22 members of childcare staff. Of these, one holds Qualified Teacher Status, one holds an appropriate early years qualification at level 6, three hold level 5, 15 hold level 3 and two hold level 2. The nursery opens Monday to Friday all year round, with the exception of bank holidays and one day for each of the Eid celebrations. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 105 children on roll who are in the early years age group. The nursery receives funding for the provision of early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

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

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

- encourage children to develop their thinking skills, for example, by ensuring that they are given time to carefully consider and verbalise their responses to questions posed by staff
- enhance the professional development of staff through sharing examples of good practice and sharply focused evaluations, in order to raise children's attainment to the highest level.

### Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide well-planned activities which support children's next steps in their learning. Educational programmes cover the seven areas of learning and offer a broad range of learning opportunities. This supports children in gaining the necessary skills in readiness for school. Regular observations are undertaken of children as they play. This informs staff of children's developmental stage and supports them in identifying children's next steps in learning. Planning is based on children's interests and developmental needs, and is flexible to support children's interests. For example, children interested in playing with cars are encouraged by staff to count the cars and identify different colours. This supports children's mathematical skills. Staff are well informed about children's interests and

develop activities to motivate children. Children are active learners and are engaged in their learning. They enjoy drawing pictures of snowmen and making their own books after reading a popular children's story. As a result, all children are making consistently good progress in their learning and development.

Teaching and learning are good. Staff understand the Early Years Foundation Stage and use this knowledge effectively to support learning. Staff read a popular story and then ask children questions, such as asking if they can remember the sequence of events within the story. This engages children further with the story as they recap on their prior learning. Staff support children through effective questioning and by posing challenges to children. For example, staff ask children if they can identify their special picture to determine their individual toothbrush. This supports children's independence skills and builds self-confidence. Staff verbally interact with children throughout all times of the day, asking questions and posing tasks. This promotes early language skills and sustained thinking, so children become interested in exploring new concepts and learning. However, at times, staff can ask a lot of questions and do not leave enough time for children to process the information, consider an answer and formulate a response. Children who speak English as an additional language are extremely well supported, as all staff are multi lingual. In addition, staff use communication boards, visual signs and repetition to support children's language and communication skills.

There are strong partnerships in place with parents. Prior to children starting at the nursery, all parents complete detailed information about their child's care needs and their stage of development. Staff use this information to plan initial routines and activities to help settle children. Effective communication systems support partnerships further. Parents access a website, have daily verbal contact with their child's key person and attend parents' evenings twice a year. In addition, parents are invited into the nursery to a range of parent workshops, which further supports children's learning at home. For example, parents have recently attended events on early mathematics and exploring science. Parents contribute to children's learning by commenting on their summary of learning, which are completed every three months by staff. Staff regularly discuss ideas that parents can undertake at home with children. Staff have recently given out the recipe for play dough, which parents can make at home. In addition, children enjoy using a 'take home teddy'. This involves parents and children working together to complete 'teddy's diary' at home. Parents are involved in children's assessment through contributing to baseline assessments and the progress check for children between the ages of two and three years. Parents were consulted during the inspection and were very complimentary about the staff and the nursery.

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

An effective key-person system is in place. Staff observe children and nurture their needs consistently throughout the day. Children start at the nursery on a gradual admission, which is flexible to suit their needs. This allows children and parents to build purposeful relationships with staff. Parents are welcome to stay for as long as they wish to support their child to settle. Positive attachments are in place and children are settled and secure. Staff are positive role models and interact well with children at their level. For example,

staff show children how to use resources and join in with their play. Staff observe children well and are quick to respond to their needs. Staff comfort children if they become unsettled and are aware when children need to rest after eating lunch. Children are well behaved. They are supported by effective daily routines, which help them to learn about expectations and through consistent praise, which celebrates their achievements. There is a named officer who is responsible for behaviour management. She ensures that any training she attends is discussed with all staff. This offers a consistent approach in promoting positive behaviour.

Children are developing their understanding of danger and how to keep themselves and others safe. Children regularly practise emergency evacuations of the building and understand how to do this safely. They learn to take risks that challenge them and develop their skills further by using tools independently, such as scissors, and learning how to use equipment in the outdoor area. Staff regularly remind children to consider potential risks. For example, staff remind children to walk indoors and not to play too near to the fence in the outdoor area. Children's overall independence is supported well as they are encouraged to use the bathroom independently, put on their coats to access outdoor play and serve themselves as they eat lunch.

Children learn to adopt healthy lifestyles. They have daily access to the outdoor area where they have plenty of fresh air and exercise. The outdoor area is well resourced with a wide variety of areas and activities to support physical development. For example, children enjoy exploring a digging area, riding bikes and using a see-saw. In addition, children enjoy outings in the local environment as they visit the park, transport museum and a supermarket to purchase fruit for snack time. Walking to these places gives children plenty of exercise and also enhances their knowledge of the wider world. Children are given a choice of healthy menus. The nursery has a designated cook who prepares menus with fresh produce every day. Dietary requirements are catered for and the views of parents are welcomed. The nursery has recently enhanced their menus to include food from a wider range of countries, due to a parent request. Children have the opportunity to learn about making healthy choices through taking part in cooking activities, brushing their teeth twice a day and growing vegetables in an outdoor vegetable patch. Children's emotional well-being is promoted effectively as staff support them as they move through the nursery and prepare them for their eventual move to school. Teachers are invited into nursery to meet children, and staff complete transition documents to share information. In addition, as children prepare to leave for school, they take part in a graduation ceremony, which celebrates their achievements.

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

Staff have an effective knowledge of their safeguarding practices and procedures. There are effective reporting procedures in place and staff are aware of the authorities to contact should they be concerned about a child's welfare. The manager ensures that staff attend regular child protection training and keep their knowledge current through discussions at staff meetings. Staff are effectively deployed throughout the nursery and, consequently, children are supervised well. The nursery keeps thorough records of

accidents and attendance records, which helps staff to protect children and promote their welfare. There are effective processes for selection and safe recruitment of new staff. The manager ensures that references are gained and suitability checks are undertaken. Staff are supported through inductions, supervisions and appraisals. However, there is not yet a system in place, which helps staff to share their good practice with one another. Staff have a good understanding of the importance of risk management. Risk assessments are in place and written policies and procedures support good safety practice. For example, staff undertake daily checks of the outdoor areas to identify and minimise any potential hazards before children go out to play.

Staff have a good knowledge of how to support children in their learning and development. Staff role model how to use the resources, play with children at their level and discuss prior learning with children to aid their understanding. The nursery employs a quality officer who works alongside staff in the rooms, which enables the management team to gain good knowledge of the strengths of each member of staff. In addition, the manager monitors teaching and learning by overseeing planning documentation and undertaking termly checks on children's development files. This enables the manager to identify any gaps in children's learning and organise appropriate support strategies. Staff attend training to develop and refresh their knowledge. Staff have recently attended training on teaching phonics, supporting children with special educational needs and safeguarding. This impacts positively on children as it motivates staff to evaluate their practice in order to meet children's needs.

The management team work well together and use self-evaluation well to drive improvement. All actions and recommendations raised at the previous inspection have been addressed. For example, steps have been taken to prevent unauthorised persons entering the premises, staff have developed their observation systems to identify gaps in learning and children's personal information is stored confidentially. The nursery is currently undertaking a quality assurance scheme, which helps to identify strengths and areas for development. The manager has identified key areas that she would like to develop. These include further development of the outdoor area and attending training to better support the needs of two-year-old children. Effective partnerships are in place with a range of other professionals. These include teachers from local schools, health professionals and local authority advisers. Good partnerships are in place with parents. This allows purposeful information about children's needs to be effectively shared between all carers. As a result, children's needs are well supported and they make good progress in their learning and development.

### **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>	EY339005
<b>Local authority</b>	Manchester
<b>Inspection number</b>	820701
<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>	114
<b>Number of children on roll</b>	105
<b>Name of provider</b>	Tarbiyah Nurseries Ltd
<b>Date of previous inspection</b>	07/07/2011
<b>Telephone number</b>	0161 211 6912

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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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