

# Maahad Neighbourhood Nursery

9-11 Holmrook Road, PRESTON, PR1 6SR



<b>Inspection date</b>	11 June 2015
Previous inspection date	18 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide all children with a broad range of activities that meet their needs. As a result, they are focused and enthusiastic to learn.
- Children develop close and secure attachments with staff. This is because staff focus on meeting their individual needs. They provide support and reassurance to promote children's emotional well-being.
- Children develop their physical skills in the outdoor area. They confidently climb the small wooden steps and jump off them, making star shapes with their body.
- Partnerships with parents are strong. The manager and staff have made significant improvements to involve parents in their child's learning. They record children's next steps in learning and share these with parents regularly. Parents are invited into the setting to discuss their child's progress and share ideas for activities to try at home.
- The manager's and staff's knowledge of safeguarding is secure. The manager actively promotes staff's understanding of what to do, should they have concerns regarding a child's welfare. Consequently, children are protected while attending the setting.

### It is not yet outstanding because:

- Staff do not always show attention to quieter children during group activities. As a result, some children's confidence is not fully supported in order to raise their achievements in all areas of learning.
- Staff do not organise resources efficiently so that children make full use of the range of resources available indoors. Consequently, children's independence and play skills are not maximised in order to extend their learning further.

## What the setting needs to do to improve further

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

- strengthen teaching to raise children's achievements even more, by staff giving attention to quieter children during group activities to improve their confidence, so that they make good progress in all areas of learning
- improve the organisation of the indoor environment so that children make better use of the full range of resources to enhance their independence and play skills.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector conducted a joint observation and held meetings with the manager.
- The inspector spoke with children and asked the staff questions about their practice, at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and a range of other documentation, including planning and safeguarding procedures.
- The inspector checked evidence of the suitability and qualifications of the staff working with children, and the setting's improvement plan.
- The inspector took account of the views of parents and carers spoken to during the inspection and from information recorded in children's learning journals.

### Inspector

Amy Willoughby

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching is good. Staff provide children with a balance of adult-led and child-led activities. They give them opportunities to develop their interests and extend their learning further. For example, children learn what snails like to eat and study their shells through a magnifying glass. Staff deploy themselves well. They play and interact with children at their level and communicate clearly. Children who speak English as an additional language make progress in their communication and language development. However, staff do not always show attention to quieter children during group activities. For example, some children who like to paint show less participation in the activity because staff interact with more confident children of the group. Consequently, some children's confidence is not always fully supported. Staff observe children in their play. Therefore, any gaps in their learning are quickly identified and further plans are implemented. As a result, their next stage of learning is supported.

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

Children settle quickly into the welcoming environment. They are confident and self-assured to access the toys they wish to use with their friends. However, staff do not organise the range of resources effectively so that children make full use of them. For example, the resources in the role-play area are grouped together, making it difficult for children to distinguish what to play with. Children acquire and perfect their physical skills, both indoors and outdoors. For example, they master how to use the roller effectively on a brick wall to make marks with water, and confidently spread butter on their toast using a knife. Staff promote healthy lifestyles. They provide children with nutritious snacks and talk about the different types of healthy food, such as fruit. Staff help children to manage their personal hygiene. Children independently access the bathroom to wash their hands before they eat and after using the toilet. As a result, their readiness for school is supported well.

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

The manager and staff have made significant improvements since their last inspection. They rigorously risk assess all areas to check for potential hazards to children. They ensure the setting is safe by completing daily safety checks before children arrive. The manager is organised and efficient. She monitors staff training, qualifications and professional development through regular supervisions and appraisals. The manager sets individual targets for staff to achieve in order to improve outcomes for children. She critically evaluates and reviews the setting. As a result, a focused improvement plan is implemented to drive the quality of the setting forward. The manager has a robust tracking system in place to monitor children's progress. She quickly identifies any gaps in their learning and works closely with other professionals to narrow these. Close links with the local school are in place. The manager maintains this effective communication to support children's move to school.

## Setting details

<b>Unique reference number</b>	EY413606
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	874293
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Maahad Neighbourhood Nursery Committee
<b>Date of previous inspection</b>	18 November 2011
<b>Telephone number</b>	07973340667

Maahad Neighbourhood Nursery was registered in 2010. The nursery employs six members of childcare staff. Of these, all hold an appropriate early years qualification at level 3, including the manager at level 6. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon, and 12.30pm until 3pm, with the option of full daycare sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, and children with special educational needs and/or disabilities.

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