

Inspection date

8 July 2015

Previous inspection date

29 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The new leadership team has made positive improvements to the quality of teaching and the learning experiences for children. They have successfully addressed the weaknesses identified at the previous inspection and are taking effective steps to drive changes for the better.
- Staff find exciting ways to engage children in writing. They create interesting and purposeful opportunities for children to write and provide higher levels of support to aid children's thinking. Consequently, boys and girls are confident, active learners and are becoming enthusiastic writers.
- All staff have an impressive knowledge of the key indicators of abuse and how to refer their concerns. They provide families with information to raise awareness of the risks associated with female genital mutilation (FGM) and, importantly, they are helping to safeguard children from this harmful practice.
- Staff are effectively closing the gaps in children's attainment. Most children make rapid gains in their learning from their starting points. The quality of teaching is good. All children are on track to achieve a good level of development at the end of the foundation stage. They are becoming well prepared for school.
- Leaders ensure all staff undergo a rigorous recruitment and selection process and close scrutiny prior to employment to ensure they are suitable to work with the children.

It is not yet outstanding because:

- Leaders do not have a consistent process in place to help them monitor and analyse the impact the provision is having on the progress of individual children and groups of children over time.
- Action planning is predominantly led through discussion and there is little evidence of written plans with clear timescales and success measures.

What the setting needs to do to improve further

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

- Use assessment information more effectively to monitor the impact of teaching on children's outcomes; use this data to prioritise further improvements to the quality of teaching.
- Develop the use of action plans to set clear and measurable targets for improvement so that the leaders can better evaluate the impact of the nursery and staff more accurately.

Inspection activities

- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journeys and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the nursery; and the professional qualifications and training of staff and leaders.
- The inspector conducted a joint observation with the leader.
- The inspector took account of the views of parents and those of children spoken to on the day.

Inspector

Deborah Jane Udakis

Inspection findings

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

Staff engage positively with the children. They ask open questions and introduce the children to new vocabulary. Staff are attentive to the children and participate in their play. For instance, during imaginative play in the home corner they help to extend children's learning by introducing the concept of shopping lists. Staff support children's speech and language development well. They make good eye contact with the children and give them time to respond to their questions. The children stretch their physical skills and prowess as they climb the steps to the large climbing frame and push and pull large outdoor equipment. High quality resources are popular with the children. For instance, a large two seat buggy allows children to sit opposite each other and to talk and discuss their play ideas. Staff plan activities with a clear focus on supporting children's development in all areas of learning.

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

Children form strong and trusting bonds with the staff who support their emotional well-being. They are developing an understanding of other cultures and backgrounds. They celebrate a range of festivals including Halloween, Christmas, Diwali, Eid, and Chinese New Year. Staff do a sterling job working with parents to ensure all children are included in the celebratory activities. Consequently, children are developing their tolerance and understanding of people from different backgrounds. Meals are varied, nutritious and reflect the dietary needs of the children attending. The Start Well programme helps children to develop a good understanding of healthy foods. During activities, they are encouraged to try new foods and they make healthy shakes using fresh fruit and vegetables. The children show great interest in projects such as growing herbs and exploring healthy eating and juicing. During outdoor play children rub mint, rosemary and parsley leaves between their fingers and smell the scent. The children rub the plants gently so as not to damage them.

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

Leaders ensure that the nursery is accessible to children from all backgrounds. Self-evaluation is effective and involves parents and staff. Leaders take their views into account to help drive improvements. Staff are well-supported through effective supervision, quality assurance and professional development activities. The leaders make good use of management meetings to consider and prioritise improvements. They have the determination to drive improvement and are clearly focused on continued success. They have a good knowledge of the welfare and learning and development requirements and are well prepared for the introduction of changes to the inspection framework in September. Leaders have implemented procedures to ensure that staff inform them of matters that may affect their ongoing suitability to work with children. They have forged strong links with the local children's centre and health visitors. Consequently, families access additional help and support in times of difficulty.

Setting details

Unique reference number	EY420833
Local authority	Birmingham
Inspection number	1018235
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	86
Name of provider	Isra Daycare Ltd
Date of previous inspection	29 April 2014
Telephone number	0121 661 4920

Isra Daycare was registered in 2011. It is one of two nurseries run by Isra Daycare Limited and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are cared for in four main playrooms operating from a Business Centre in Lozells, Birmingham. The nursery provides childcare for parents on courses. There is a fully enclosed outdoor play area. The nursery employs 15 childcare staff. Of these, 10 hold appropriate early years qualifications. One member of staff has a degree in early years, and seven members of staff have a National Vocational Qualification (NVQ) at level 3. One staff member has a NVQ level 2 award and three staff are working towards a qualification at level 2 and two staff are working towards NVQ level 3. The nursery opens five days a week, during the school term, from 8am to 6pm. There are currently 86 children on roll, 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.

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