

# Salma Daycare

12 Brunswick, Leicester, LE1 2LP



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 23 September 2015 |
| Previous inspection date | 11 November 2014  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires Improvement | 3        |
| Effectiveness of the leadership and management                |                         | Good                 | 2        |
| Quality of teaching, learning and assessment                  |                         | Good                 | 2        |
| Personal development, behaviour and welfare                   |                         | Good                 | 2        |
| Outcomes for children   |                         | Good                 | 2        |

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Qualified staff support apprentices and trainees well. They model good practice and share ideas to support their ongoing professional development.
- Staff have a good understanding of how children learn and use this knowledge to make activities interesting and exciting.
- Children are very happy, confident and settled in the nursery.
- Children's behaviour is good. Staff help children to develop strong relationships with one another. As a result, children make friends; they listen to each other and play harmoniously together.
- The manager and staff have worked tirelessly since the last inspection. Detailed action plans, high-quality monitoring arrangements and staff training have helped the nursery to quickly improve.
- Children develop their independence skills as they easily access a range of resources and attend to their personal care needs.

### It is not yet outstanding because:

- Staff do not always gather detailed information about children's needs, abilities and interests when they first start at the setting.
- Children's learning in the outdoor environment is not as well planned for as indoors.
- The tracking and monitoring of children's progress is not yet specific in assessing how well staff are supporting different groups of children.

## What the setting needs to do to improve further

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

- strengthen systems for gathering detailed information about children's needs, abilities and interests from parents, carers and other agencies when they start at the setting
- provide more opportunities for highly stimulating learning through outdoor play, supporting those children who prefer to be outside
- refine the monitoring of children's progress to check on the development made by different groups of children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of the leadership and management is good

The newly appointed manager is well qualified and experienced. She has a secure understanding of her responsibility to implement the Early Years Foundation Stage requirements. Safeguarding is effective. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. The manager evaluates the nursery effectively. She incorporates and values the views of staff, parents, children and other professionals and sets challenging but achievable targets for improvement. A system to monitor and track the progress of different groups of children across the nursery has been introduced. However, this is not yet secure enough to ensure that the learning of different groups of children is assessed as accurately as possible. That said, the manager monitors individual children's progress well. She ensures that staff complete regular and precise observations of the children and plan suitable activities that provide challenge. This means that the educational programme offered to children is broad and offers a wide variety of activities and experiences that engage them.

### Quality of teaching, learning and assessment is good

Staff have many interesting and valuable conversations with the children. They skilfully use questions to help children learn. Children's thinking skills are developed as they are encouraged to recall past events. Staff are mindful of children's next steps in learning and skilfully weave these into children's play. However, the information gathered when children start at the setting does not always give a clear indication of children's initial levels of development. Staff do not always plan precisely for children's individual needs from the outset. Staff form successful partnerships with other early years settings and schools. They regularly share information with them to promote children's continuity of care and consistency for their learning.

### Personal development, behaviour and welfare are good

Children eat healthy home-made meals and snacks and staff talk to the children about healthy food choices. Staff have identified the importance of oral hygiene from local news and children now brush their teeth after meals. This helps to promote healthy lifestyles. The environment indoors is well resourced with easily accessible toys and activities that promote children's learning. The outdoor area is used well to develop children's enjoyment of exercise. However, this area is not always used to best effect in promoting learning for some children in other areas, such as understanding the world and mathematics.

### Outcomes for children are good

All children, including those with English as an additional language and those in receipt of early years funding, are making steady progress in their learning and development. Where children's starting points are below those of other children of their age, the gaps are closing. This is because staff know the children well and, across all age groups, they plan activities that provide children with relevant challenge. Consequently, children are acquiring the skills required in preparation for their next steps in learning, including their eventual move to school.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY420739                 |
| <b>Local authority</b>             | Leicester City           |
| <b>Inspection number</b>           | 998754                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Day care type</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>  | 45                       |
| <b>Name of provider</b>            | Salma Daycare Limited    |
| <b>Date of previous inspection</b> | 11 November 2014         |
| <b>Telephone number</b>            | 0116 2512530             |

Salma Daycare was registered in 2010. The nursery is one of two settings privately owned and managed by Salma Daycare Limited. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two at a level 2. The nursery opens from Monday to Friday during term time. Sessions are from 8.30am until 3.30pm and an after school club runs until 8pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language.

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