

Al Hikmah Nursery

Off Greenhead Lane, Keighley, BD20 6ER



Inspection date	12 January 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff create a vibrant, stimulating and accessible learning environment indoors and outdoors. This helps to support children's early independence in readiness for future learning and means that they are eager to join in.
- Children are happy and confident. They form secure emotional attachments to staff as a result of effective settling-in arrangements.
- There is a strong emphasis on supporting children's communication skills, especially those who speak English as an additional language or require additional support with their speech and language. As part of this, there are close partnerships with parents and other professionals and engaging activities.
- Children behave well and are very sociable. They build strong friendships as they play alongside one another, sharing ideas and taking turns.
- Staff are enthusiastic and motivated. They effectively support children's learning, sustain their interest and ignite their curiosity. This means that children are keen to build on their existing skills and confident to try new things.
- Staff have a good regard for children's safety and physical well-being.

It is not yet outstanding because:

- Sometimes, staff do not use the information gained from their ongoing observations of children rigorously to assess and track their progress and plan for their individual next steps for learning to the highest level.
- Occasionally, staff do not ensure that battery operated toys are in working order and do not maximise opportunities for older more-able children to learn about different aspects of technology.

What the setting needs to do to improve further

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

- make better use of information gained from observations to assess children's progress across the seven areas of learning and plan for their individual next steps with greater success
- extend the opportunities for older more-able children to learn about different aspects of technology and ensure that battery operated toys are in working order.

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 meetings with the nursery manager and the nominated individual. She looked at relevant documentation, such as the self-evaluation, improvement plans and evidence of the suitability of staff working in the nursery.
- The inspector viewed written feedback from parents and questionnaires. She spoke to parents during the inspection and took account of their very complimentary views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

There is effective self-evaluation by the provider and staff which includes other professionals, parents and children. Areas for improvement are successfully identified and addressed. Arrangements for safeguarding are effective. Child protection procedures are well-understood. The security of the premises is stringent and hazards are effectively identified and minimised. There are good arrangements for monitoring the quality of teaching. Staff's varying experience and qualifications have a positive impact on the nursery provision. There are plans in place to build on staff's already good knowledge through further training, in order to develop the quality of teaching to its highest level.

Quality of teaching, learning and assessment is good

Children take part in an, overall, broad range of learning experiences. Staff continually observe children and, generally, plan well for what they need to do next. Staff effectively incorporate children's interests in activities, reflected in engaging displays and photographs. Staff extend children's language and understanding effectively. They skilfully ask open-ended questions and encourage lively discussions during activities, such as making bird feeders. The bilingual staff team enables children to hear and use language familiar to them while developing their confidence in the use of English. Staff incorporate mathematical concepts well, both spontaneously and through planned activities. Children have ample opportunities to make marks. They have good exposure to print, helping them develop early reading and writing skills. Children show great levels of enthusiasm as they play and delight in investigating a good variety of sensory media.

Personal development, behaviour and welfare are good

Children receive a warm welcome and a friendly greeting in their home language on arrival. They are clearly familiar with the nursery routine, readily hanging up their coats and finding their names to self-register. Children's emotional needs are met well. Important information is shared between parents and their child's key person about home routines and children's individual needs, helping children settle. Effective communication continues, for example, face-to-face and through weekly diaries and progress meetings. This helps to promote a shared and consistent approach to children's care and learning. Staff model politeness and respect. They encourage children to play harmoniously and be kind and helpful. Children are encouraged to do things for themselves and enjoy helping with tasks at snack time. Children observe positive images of diversity around the nursery, helping them to learn to value and appreciate difference. This is enhanced through visits within the local community, for example, to church.

Outcomes for children are good

All children, including disabled children and those with special educational needs, make good progress given their starting points and achievement gaps are narrowing. Children have a positive approach to learning and acquire important skills. This prepares them well for moving on to school.

Setting details

Unique reference number	EY454962
Local authority	Bradford
Inspection number	919788
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	8
Name of provider	Jamiat-Ahl-E-Hadith-Keighley Committee
Date of previous inspection	Not applicable
Telephone number	01535210422

Al Hikmah Nursery was registered in 2012 but first opened in 2014. The nursery employs three members of childcare staff, all of whom hold appropriate qualifications; one at level 2, one at level 3 and one who holds Qualified Teacher Status. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon. 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 disabled children and those with special educational needs.

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