

Pehla Qadam Childcare

410-412, Radford Road, Nottingham, NG7 7NP



Inspection date

Previous inspection date

3 March 2016

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The safety of children is compromised, as they are not adequately supervised or accounted for at all times.
- The provider does not have effective systems in place to ensure risks to children are minimised. This is because staff are not vigilant in checking that all children are safe when they move from being outside to inside.
- Staff do not involve parents sufficiently in assessing what children already know and can do when they first start.
- Overall, staff interact well with children to support their learning. However, children do not learn as much as they could. This is because staff do not always recognise when children are capable of taking on a higher level of challenge during planned activities.

It has the following strengths

- Children behave well. Staff help them learn to share and take turns while playing with each other. Children are learning to understand the needs of others and respect their individuality.
- Once staff have established children's stage of development, they ensure parents are well informed about their child's ongoing learning and development. They support parents and share ideas to further support their child's learning at home.
- Overall, staff throughout the nursery use good questioning skills and model thinking well to extend children's learning.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ ensure children are supervised effectively and that they are within sight or hearing at all times	03/03/2016
■ ensure all reasonable steps are taken to minimise risks to children	03/03/2016
■ involve parents sufficiently in assessing what children already know and can do when they first start.	31/03/2016

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

- provide more good quality opportunities for children to build as far as possible on their learning during planned activities.

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 carried out a joint observation with the manager.
- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector held a meeting with the manager, deputy manager and the administrative support worker.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of staff working in the nursery and a variety of policies and procedures.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider does not ensure children are kept safe. Staff do not make sure all children are accounted for when they move from the outdoor area to go back inside. As a result, children are not always supervised appropriately, as staff do not make sure that they are within sight or hearing at all times. Staff do not complete robust risk assessments to ensure children are safe at all times. Staff do know the procedures to follow if they are concerned about children's well-being. Effective procedures for the checking of staff help ensure they are suitable to be with children. The provider oversees staff performance by completing regular supervisions and supporting their training. The provider regularly reviews the educational programmes and monitors children's progress. Children's starting points are established through the programme of observation. However, staff do not involve parents in this process to help quickly establish a highly accurate picture of what children already know and can do when they first join the nursery.

Quality of teaching, learning and assessment requires improvement

Once the children have settled in to the nursery, staff complete observations and assessments of what children can do and what they know. Staff provide a balance of children's free choice and adult-lead activities. Staff encourage and enthuse children during the activities. However, during some planned activities, staff do not build as far as possible on what children already know and can do. Once set objectives have been achieved, they do not recognise the opportunity to use children's interest to challenge their learning further. Children show enjoyment in their chosen activities. Babies explore in the sand. They tip and pour the sand, supported by the warm interactions of the staff. Toddlers manipulate dough and extend their own learning during imaginative play with their friends. Older children build with plastic blocks as they work together to construct objects.

Personal development, behaviour and welfare are inadequate

Children enjoy attending the nursery and are eager to settle in to their play when they first arrive. However, their safety is compromised, as staff do not do enough to make sure children are always kept from harm. Children have warm relationships with their key person. Staff support children's emotional well-being effectively. Staff work closely with the parents of children who speak English as an additional language. They use information from parents to help settle children in and make progress in learning English. Children run around outside with ribbons as they exercise in the fresh air. Mealtimes are used well to promote children's social development and self-care skills. Children quickly acquire independence skills through the consistent support from the staff.

Outcomes for children require improvement

Children are not supported well enough to make consistently good progress from their starting points. However, they do learn some useful skills in preparation for school. For example, they enjoy practising early writing skills using various tools, both inside and

outside. They count confidently and name shapes correctly. Children are learning to be independent and, to some extent, to take care of themselves.

Setting details

Unique reference number	EY479043
Local authority	Nottingham City
Inspection number	977867
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	73
Number of children on roll	53
Name of provider	Shazia Khan
Date of previous inspection	Not applicable
Telephone number	07538223646

Pehla Qadam Childcare was registered in 2014. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery is closed for one week at Christmas and on all bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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