

Ar Risaalah Nursery Ltd

Green Heath School, 43 Whitmore road, Birmingham, B10 0NR



Inspection date

16 March 2016

Previous inspection date

14 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The arrangements for supporting children's individual learning are not robust because staff do not effectively plan for their next steps to enable children to make consistently good progress.
- Staff do not always share enough information about children's learning with parents so that they can further support their children's learning at home.
- The manager and staff do not consistently ask parents for their views on the quality of the provision or which aspects would benefit from improvement.

It has the following strengths

- Children use a range of age-appropriate resources and make choices about their play and learning. Staff use a range of teaching techniques which helps children to make some progress in their learning and development.
- The manager and staff have a thorough awareness of child protection issues. They know how to report concerns, in order to safeguard children in their care.
- Parents are warmly welcomed and staff make time to talk to them daily. Information about children's care routines is shared to ensure their individual needs are met. Parents comment that they are happy with the service provided.

What the setting needs to do to improve further

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

	Due Date
■ ensure that observations and assessments are accurate and precise enough to enable staff to plan for individual children's next steps in learning to help all children make good progress	15/04/2016
■ ensure information is shared with parents about their child's ongoing learning so that they can support children's learning at home.	15/04/2016

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

- provide more ways for parents to share their ideas and suggestions as part of the self-evaluation process.

Inspection activities

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

Inspector
Karen Cooper

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and staff have worked closely with the local authority advisor to address the weaknesses identified at the last inspection. They continue to develop the provision with this support and through self-evaluation. However, parents are not consistently asked for their views on the quality of the provision or what aspects would benefit from improvement. Arrangements for safeguarding are effective. The manager has appropriate systems in place to ensure that staff are suitable to fulfil their roles and responsibilities. The staff are aware of the different types of abuse and have attended safeguard training. This supports their understanding of how to keep children safe. The manager holds regular supervision sessions with staff to discuss their roles and where improvements can be made. Links with the local schools encourage the two-way exchange of information to ensure children are supported in their transition to school.

Quality of teaching, learning and assessment requires improvement

The staff observe children at play and chart their achievements through written records and photographs. There are some procedures in place for assessment and tracking of children's progress. However, these are not always precise enough to enable staff to plan activities that focus on what individual children need to learn next. This means that children's good progress is not always assured. Most children are eager to join in with the activities. For example, they enjoy using a laptop to listen to favourite stories. Children have access to a variety of books which helps to promote their early literacy skills. Children's communication and language skills are appropriately supported. All staff are bilingual and can speak children's various home languages. They use key words to help children understand what is happening, promoting their communication and language development. Children are fully included in all aspects of the setting.

Personal development, behaviour and welfare require improvement

Children are settled and emotionally secure. The staff ensure their care needs are suitably met. However, they do not share enough information with parents about children's ongoing learning to support their learning at home. Children develop their independence as they move around the available space and happily make choices about their play. They learn how to behave appropriately. The manager and staff are effective role models. They are consistently polite and respectful and children follow their lead. The staff talk to children about each other's differences and support them to understand diversity and equality. Children follow established hygiene routines and enjoy a variety of healthy snacks. They benefit from daily exercise and fresh air which promote their physical development.

Outcomes for children require improvement

Children, including those in receipt of funded education, make steady progress given their starting points and capabilities. They develop some key skills to prepare them for their move on to school. However, systems to monitor children's progress are not rigorous enough to identify any gaps in their learning to enable them to make good progress.

Setting details

Unique reference number	EY482015
Local authority	Birmingham
Inspection number	1030656
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	24
Name of provider	Ar-Risaalah Academy
Date of previous inspection	14 October 2015
Telephone number	07908650901

Ar Risaalah Nursery Ltd was registered in 2014. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round. Sessions are from 9am until 3.30pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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