

## Inspection date

12 April 2016

Previous inspection date

8 July 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Managers have not maintained a rigorous system to monitor staff's practice. Their supervision of staff is ineffective and does not happen on a regular basis.
- Staff's assessment of children's learning and development are not effective. Staff do not accurately identify children's starting points and they do not accurately plan for the next steps in children's learning. The quality of teaching is no longer good enough. Consequently, children do not make consistently good progress.
- Some staff working directly with the children have not been suitably vetted. This potentially puts children at risk of harm.
- Self-evaluation and improvement planning are not good enough. Leaders have failed to address all the issues from the previous inspection.
- The setting's key person system is not effective. Although children have been assigned a key person, when babies get upset it is not always their allocated key person who responds to them and provides comfort, even when that person is present at the setting. The key person also does not consistently provide for individual children's personal needs.
- Children are not kept safe because staff do not take effective action to minimise all hazards. Risk assessments are not effective as they do not ensure that all activities are safe and suitable, particularly for the babies and whilst children play outside.
- Staff are not always vigilant in maintaining good hygiene practices for children.
- Not all staff are aware of children's individual dietary requirements.

### It has the following strengths

- Staff act as good role models. Children learn to share and take turns, and they generally behave well under the supervision of staff.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ Ensure that staff receive regular monitoring and supervision, which includes support, coaching and training, so that their work will impact positively on children's outcomes	16/05/2016
■ ensure adults working directly with the children are suitably vetted, including obtaining references. (applies to both parts of the Childcare Register)	16/05/2016
■ ensure that stringent hygiene procedures are followed at all times to make sure that children's good health and welfare are effectively promoted	16/05/2016
■ ensure all staff know children's individual dietary requirements	16/05/2016
■ embed a secure and effective system where each child has an effective key person to tailor care to meet their individual needs, especially when providing personal care to children and for the babies as they learn to settle at the nursery	16/05/2016
■ take all reasonable steps to ensure that children are not exposed to risks, with particular regard to the outdoor area and activities that children take part in.	16/05/2016

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

	Due Date
■ improve the quality of teaching across the setting and ensure that adults' observation, assessment and planning are used effectively to improve the progress made by all children	30/06/2016
■ ensure that all children have their next steps in learning accurately identified to support their good progress.	30/06/2016

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

- improve the use of self-evaluation and action planning to drive continuous improvements in key aspects of practice and to rapidly improve the quality of teaching, care practices and outcomes for children.

**Inspection activities**

- The inspection was carried out following concerns being raised about safeguarding.
- The inspector observed activities and spoke with children and staff at suitable points during the day.
- The inspector held discussions with the provider, the area manager and the manager.
- The inspector spoke with a number of parents and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, procedures and records, including those used for checking the suitability of staff.

**Inspector**

Susan Crawford Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Leaders and managers do not consistently and effectively promote the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. The provider does not monitor the quality of care provided for children; the quality of teaching they receive or the progress they make. The supervision and monitoring of staff do not ensure that teaching is of a consistently high standard across the nursery. As a result, leaders and managers do not identify weaknesses in teaching or inconsistent staff practice which affect the care children receive and the progress some children make. Safeguarding arrangements are not effective. The provider does not ensure that all staff are suitable to work with children. This puts children at risk because children could be left alone with staff who have not been suitably vetted. Staff have an adequate understanding of child protection procedures.

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

Staff's observations of children, their assessments of the children's progress and their planning are not effective. Staff keep written summaries of children's progress, but they do not always use them to assess what children need to learn next. Staff do not accurately identify children's starting points. Those children who have skills and abilities typical for their age are not sufficiently challenged to achieve more. Staff do not adapt activities to meet the needs of children of different ages and abilities. For example, an adult-led building block activity was ineffective because staff did not challenge more able children. Staff had not accurately identified what they intended more able children to learn. Staff organise activities merely to occupy children and not to provide them with interesting and challenging learning.

### Personal development, behaviour and welfare are inadequate

Children enjoy suitable healthy meals. However, not all staff are aware of children's dietary requirements. This puts children at risk of harm. Children are not provided with a knife at meal times which hinders their development of fine motor skills and the ability to get their food onto their fork. Staff identify and address some hazards. However, they do not do enough to minimise risks associated with activities that babies are engaged in. In addition, the risk assessment of the outdoor area is not effective. The play house is dangerous. Staff did not take immediate, effective action to ensure it was safe, which put children at risk of harm. Staff promote children's welfare adequately by following suitable sleep routines for the younger children. However, some areas of the nursery are in poor condition. For example, some walls have fallen into disrepair and are not maintained in a hygienic condition. Some poor hygiene practices put children at risk of cross contamination. For example, a plate that was dropped on the floor was placed on the milk jug and the nappy changing mat was split so could not be wiped clean. The person who attends to children's personal needs and helps them to settle is not always their key person. This does not help children and babies to form secure emotional attachments and, at times, children are upset for prolonged periods of time. Staff maintain records of accidents in an appropriate manner. They follow an established system for managing behaviour, which is shared with parents. As a result, children usually behave well. Staff in

the toddler room make effective use of children's interests to create satisfying play experiences although at times this room is very noisy which impacts on children's ability to concentrate and engage in meaningful play. Parents say that they are happy with the care provided and feel that their children are happy at nursery. There are sufficient toys and equipment to meet children's needs.

### **Outcomes for children are inadequate**

Inconsistencies in the quality of teaching and breaches of the safeguarding and welfare requirements have a negative impact on the outcomes for children. Changes to the systems to monitor the progress of individual children are not well established or understood. Some children do not make the progress they are capable of making and are not catching up with other children of the same age. Staff fail to make use of opportunities to ensure all children make good progress and to get the support they need quickly. Consequently, children are not adequately prepared for the next stage in their learning or their move to school.

## Setting details

<b>Unique reference number</b>	EY420833
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1048207
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	58
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Isra Daycare Ltd
<b>Date of previous inspection</b>	8 July 2015
<b>Telephone number</b>	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.

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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