

Khadra Daycare

Nechells Regeneration Project, Nechells, B7 5PD



Inspection date

24 May 2016

Previous inspection date

24 January 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Leaders are not checking the quality of teaching or the progress that children make closely enough. As a result, they do not have an accurate enough picture of how well different groups of children are being helped to learn and develop.
- Some staff are not suitably briefed on what children know and are able to do. Consequently when a new key person takes over from another member of staff, they are unable to effectively plan how to support the children they are responsible for.
- Staff are not consistently using their information about children to identify what each child needs to learn next. As a result, activities too often lack focus and do not provide children with the challenge they need so that they make the best possible progress.
- Children in the preschool room are sometimes distracted. Noise levels in this part of the nursery are often too high making it more difficult for children to listen, pay attention and concentrate.

It has the following strengths

- Children arrive at nursery happy and keen to attend. This is because staff have formed strong attachments with them so that they feel confident and safe in the setting.
- Parents express their satisfaction at the care their children receive. They particularly value the time taken by staff to keep them up-to-date with what their child is doing at nursery. Staff provide parents with helpful ideas about how they can support their child's learning at home.
- Staff help children to understand right from wrong. Children learn how to take care of their friends and to understand the impact their behaviour has on others.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the handover of information between key persons so that new staff have a clear understanding of the needs and interests of each child they are responsible for	10/06/2016
■ develop the monitoring of the quality of teaching and the progress of children so that leaders have a clear picture of how well groups of children are doing and have an accurate understanding of whether teaching and the curriculum effectively help children to learn	29/07/2016
■ improve assessment procedures so that staff more accurately identify what children need to learn next and ensure that this information is used to influence the planning of suitably challenging activities and experiences	29/07/2016
■ reduce noise levels in the preschool room so that children are cared for in an environment more conducive to listening, paying attention and concentrating.	29/07/2016

Inspection activities

- This inspection was conducted by two inspectors and was as a result of concerns raised about the quality of learning and development in the nursery.
- The inspectors observed the quality of teaching and its impact on children's learning both indoors and outside.
- The inspectors conducted two joint observations with the manager.
- The inspectors held meetings with the manager, the deputy manager and the provider.
- The inspectors looked at a range of documentation, including records of the progress children have made, the setting's evaluation of their provision, policies and procedures and evidence of suitability of staff working in the nursery.
- The inspectors spoke with staff and children at suitable times throughout the inspection.
- The inspectors spoke to a number of parents and took account of their views.

Inspector

Jane Burchall HMI/Yvonne Johnson EYRI

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a good knowledge of safeguarding procedures because they keep up-to-date with changes to safeguarding practice. Induction procedures have been improved so that new staff know what is expected of them, although information about children's achievements is not always shared in a timely way. Leaders have introduced some systems to help them understand the nursery's strengths and any improvements needed. For example, they check that staff regularly observe children's learning and development, although some weaknesses in the quality of assessments remain. While leaders discuss individual children's progress with staff, they are not checking how well different groups of children are doing. Consequently, they are not identifying swiftly whether teaching and the curriculum are helping all children to progress well. Although leaders have begun to check the quality of teaching and observe staff working with the children, they do not do this regularly enough. As a result, they do not have a full picture of how well all staff support children to learn.

Quality of teaching, learning and assessment requires improvement

Staff have a suitable understanding of the children in their care because they regularly observe them in their play. However, they are not effectively identifying the skills that children need to acquire next. As a result, staff do not provide children with enough activities which challenge them to make good progress. Staff regularly work with small groups of children. They spend time talking with children to support their language development by, for example, introducing new vocabulary. However, group activities sometimes lack focus and too often time is spent between activities where staff do not involve and engage children in learning. Some activities do not build on children's learning effectively. For example, staff teach children to recall the answers to simple sums by repetition but they sometimes miss opportunities to deepen children's understanding of addition and number.

Personal development, behaviour and welfare require improvement

Staff organise the environment and resources so that children are provided with a range of experiences and opportunities both indoors and outside. Babies are cared for in a calm environment and staff support them well to settle into nursery life. Older children are learning about how to lead a healthy lifestyle. They learn about foods that are good for them and why exercise is important. They have regular opportunities to access physical play in the fresh air. Preschool children are cared for in a very busy environment where noise levels often affect their learning.

Outcomes for children require improvement

Children make typical progress in their learning and development. Babies develop their communication skills as they babble along to familiar songs and rhymes. Children who speak English as an additional language quickly develop their spoken English. Older children develop some skills to support their move onto school. They willingly take responsibility and help tidy away toys. They are beginning to recognise familiar words such as their names and are learning the sounds that some letters represent.

Setting details

Unique reference number	EY451789
Local authority	Birmingham
Inspection number	1051686
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 - 5
Total number of places	80
Number of children on roll	150
Name of registered person	Isra Daycare Ltd
Registered person unique reference number	RP530323
Date of previous inspection	24 January 2013
Telephone number	0121 328 1759 Extension 1 300

Khadra Daycare registered in 2012. It operates from a business centre in the Nechells area of Birmingham. It is open each weekday from 8am to 8pm all year round, except for public holidays. The nursery is in receipt of funding for free early education for children aged two, three and four years. A team of 18 staff work with the children. Seventeen staff hold relevant early years qualifications, including the deputy who has an early years degree. One staff member is unqualified.

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