

Yusra Daycare

34 Parliament Street, Small Heath, Birmingham, B10 0QJ



Inspection date

Previous inspection date

28 June 2016

8 July 2015

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

Summary of key findings for parents

This provision is inadequate

- The quality of provision at the setting has declined over the last year. Leaders have addressed the actions from the previous inspection. However, they have failed to put in place effective supervision, quality assurance and performance management systems. Consequently, leaders do not meet all of the welfare and learning and development requirements.
- Leaders do not have a secure knowledge and understanding of all weaknesses. Where they have identified weaknesses they have failed to address them. Leaders do not have an effective system in place to monitor the progress of groups, including the most disadvantaged children.
- The setting's self-evaluation is inaccurate and leaders overestimate the setting's successes. They do not involve parents and other stakeholders in helping them to assess the quality of provision.
- Some staff do not know how to plan activities that effectively promote children's learning and development. Their ineffective teaching, observations, and assessments do not match the learning needs of the children. This, together with children's poor attendance, mean that children do not make the progress they are capable of making.

It has the following strengths

- The key person system is well embedded in practice and staff work effectively to engage parents.
- Staff develop close, respectful relationships with the children. Staff positively support the children's emotional well-being.

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

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| ■ improve the daily experiences of children by implementing an effective system of quality assurance and performance monitoring | 05/08/2016 |
| ■ put appropriate arrangements in place for the supervision of staff; provide them with support, coaching and training that enables them to promote the interests of children | 05/08/2016 |
| ■ improve outcomes for the children by accurately evaluating the setting's strengths and weaknesses, including contributions from parents, children and other stakeholders; and take effective action to overcome weaknesses | 05/08/2016 |
| ■ improve the tracking and monitoring of the progress of individuals and groups of children and take effective action to close the inequality gap between disadvantaged children and others | 05/08/2016 |
| ■ ensure that all aspects of teaching are consistently effective and that staff provide challenging and exciting activities to secure children's good progress. | 05/08/2016 |

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

Due Date

- | | |
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| ■ improve children's learning and development by ensuring their prompt and regular attendance and ensure that they are able to maximise their learning and progress. | 31/10/2016 |
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Inspection activities

- The inspector reviewed the improvements that the leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors. The inspector carried out a joint observations with the day care manager.
- The inspector held meetings with the leaders, key partners and staff.
- The inspector looked at a range of documentation including children's learning journals and staff's planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all staff working at the premises, and the professional qualifications and training of leaders and staff.
- The inspector took account of the views of parents and those of children spoken to on the day of the inspection.
- The inspector explored the safeguarding arrangements, the security of the premises and how effectively the leaders have identified and taken steps to minimise any potential risks.

Inspector

Deborah Udakis, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders at all levels do not demonstrate successful leadership. They do not have a clear understanding of the requirements of the Early Years Foundation Stage. They do not communicate effectively their ambition for children and expectations of staff. Leaders' performance management, supervision of, and support for, staff are ineffective and have not led to improvements in the children's learning. Leaders do not ensure they maintain a constant focus on the impact and outcomes for each child. They are not doing enough to improve the life chances of the most disadvantaged children. Leaders do not make effective use of the available resources to support practice at the setting, including specific training and professional development events. They have failed to take advantage of the support, guidance and advice provided by the local authority. As a result, leaders have not done enough to ensure children's good learning, development and welfare.

The safeguarding arrangements are effective. Staff have a secure understanding of the setting's safeguarding policy and procedures. They know when and to whom to make a referral.

Quality of teaching, learning and assessment is inadequate

Staff's assessments of children's starting points are not consistently accurate. Staff make assumptions about the skills and abilities demonstrated by the child, based on poor quality written observations. These are descriptive and provide little information to show the children's learning. Staff do not use the information they know about the children to plan a consistently good educational curriculum. In the pre-school room, staff show an understanding of children's interests and this informs certain aspects of their planning. However, not all staff demonstrate an understanding of how children learn best. Some practitioners have a poor understanding of how to promote children's learning and development. For instance, a gardening activity provided toddlers with little chance to develop their understanding of the life cycle of plants and the ingredients needed to support the plants' healthy growth. Staff missed opportunities to make a positive impact on children's literacy and numeracy during the activity. Staff did not know the name of the plant or flower the children were planting; and they did not support children's learning of new language when they had the chance to do so. Consequently, the activity did not lead to active, inquisitive learning or improved the children's problem solving skills.

The quality of teaching is not consistently strong and in some cases it is poor. Staff do not plan a good enough range of activities to support children's consistently good learning. For instance, activities for the younger children are not challenging or interesting. Consequently, children do not make good progress in their learning.

Personal development, behaviour and welfare require improvement

Attendance records show that too many children do not attend the setting when expected. Leaders and staff do not place sufficient importance on good attendance. Staff do not always know the reasons for children's absence. Children miss out on learning opportunities and they are not well prepared for good attendance at school.

Children's behaviour is appropriately managed. Staff are calm in their dealings with the children. They make good use of praise to encourage them. As a result, children are being taught to be kind, caring and tolerant and to behave well in social situations. Staff help children to understand the importance of sharing and turn taking. For instance, during circle time children take turns during the self-registration process. Children know the routines well and this helps them in their understanding of what happens next. During snack and lunch times, the older children help each other as they pass the drinks jug and the bowls of food on to other children.

Staff provide effective personal and physical care routines for babies and young children, such as nappy changing, cleaning, dressing and feeding. The premises are safe and secure. Children's emotional well-being is supported and the older children take part in activities that help them to examine their feelings. Staff working with the youngest children have developed close, respectful relationships with them.

Outcomes for children are inadequate

Staff's assessments suggest that when children start at the setting they have skills and abilities typical for their age; and that they continue to make typical progress from their starting points. However, the weaknesses identified in staff's written observations and assessments means that this information is not reliable. Weaknesses in the quality of teaching and learning, and assessment, together with children's irregular attendance mean that children do not make the progress they are capable of. Consequently, they are not well prepared for school. The leaders do not have an accurate understanding of the progress all children make because they do not closely monitor the progress of children over time.

Children who are new to English make good progress in their speaking. They are ably supported to settle in the setting by bilingual staff. The children are eager and enthusiastic learners. During sand and water play outdoors, the younger children spend time developing their physical skills as they fill, stir, push, mould, dig, and pat the materials. They manipulate tools, pouring water into containers and use equipment with increasing skill. The older children enjoy stories, illustrations and rhymes. They eagerly sound out and sing along to familiar rhymes. They anticipate the next page in books and predict what happens next.

Setting details

Unique reference number	EY441062
Local authority	Birmingham
Inspection number	1033683
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 - 17
Total number of places	39
Number of children on roll	60
Name of provider	Yusra Daycare Ltd
Date of previous inspection	8 July 2015
Telephone number	01214483738

Yusra Daycare was registered in 2012. It is privately owned and is situated in a converted factory in the Small Heath area of Birmingham. The setting serves the local area and is accessible to all children. The setting employs eight members of childcare staff. Of these four hold appropriate early years qualifications at level 3, and one member of staff holds a childcare qualification at level 6. The setting opens Monday to Friday during term time only. Sessions are from 9am to 3pm. Children attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-olds. It supports 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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