

# Huddersfield Community Nursery (Al-Nasiha)

Muslim Community Centre, Clare Hill, HUDDERSFIELD, HD1 5BS



## Inspection date

28 September 2016

Previous inspection date

18 September 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff have made many positive changes since the last inspection. They have addressed all previous weaknesses raised and evaluate and reflect on their practice to help drive continuous improvement.
- Partnerships with parents are very good. Managers and staff work closely with parents to ensure they are fully informed about all aspects of their children's care and learning. Parents compliment staff on the strong relationships they have developed with their children and the care and learning provided.
- The manager and staff are positive role models. They teach children to be kind, respectful, caring and tolerant towards others. Children develop their understanding of the rules and boundaries for working together and behave well.
- Staff implement an effective key-person system. This helps them to know individual children well, extend their learning and plan for what they need to learn next.
- The quality of teaching is good. The well-qualified team engages children in purposeful and interesting learning experiences which support their individual interests and needs. Children are motivated and keen learners who make good progress.

### It is not yet outstanding because:

- The manager has not yet implemented a system to monitor the progress that different groups of children are making in order to make comparisons and confirm that no group is being disadvantaged.
- The manager does not use all opportunities to monitor staff performance to raise the good standard of teaching to an outstanding level.

## **What the setting needs to do to improve further**

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

- monitor the progress of different groups of children more precisely to help all children make as much progress as possible
- monitor teaching more precisely to identify the professional development needs of individual staff and raise the quality of teaching to the highest levels.

### **Inspection activities**

- The inspector looked at the premises and the resources available to children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, staff suitability checks, the self-evaluation information, children's observation, assessment and planning records and documentation linked to managing children's progress.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

### **Inspector**

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of the action they need to take if they have a concern about a child's welfare. Robust recruitment procedures ensure that staff are suitable to work with children. Comprehensive risk assessments are carried out and potential risks are minimised so that children can play safely and securely. Individual children's progress is monitored effectively to ensure that early intervention is made to help them catch up if necessary. Staff work well with other professionals involved in children's care and learning. They share information with them which helps to provide a consistent approach. Staff attend training to enhance their knowledge and skills. This has a positive impact on children's learning.

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

Staff are well deployed to support children in their chosen area of play. Children explore their surroundings confidently and make lots of choices about who and what they would like to play with. Staff use their observations and assessments of children to challenge learning and closely check children's ongoing progress. They implement what they have learnt through training to support children to gain good communication and language skills. For example, staff engage older children in meaningful conversations and provide good commentary to younger children to build their vocabulary. Children enjoy reading a favourite story. They use their creative skills to design and make their own witch hat which is connected to the story. They have fun filling and emptying different sized containers in the water tray. Children play together in the role play area, promoting their imaginative skills as they pretend to cook tea.

### Personal development, behaviour and welfare are good

Children's health and physical development are promoted effectively. They enjoy healthy snacks which they serve themselves and independently pour their own drinks. Children develop good social skills and gain useful skills as they learn to complete manageable tasks. For example, they help each other and take responsibility at tidy up time. Children spend time outdoors in the nursery garden and go for walks in the local community. They are beginning to learn how to keep themselves safe. For example, children have fun learning about road safety as they build a road in the nursery garden. They say the road is a busy road with lots of cars. Some children are car drivers while others act out how to cross the road safely. Children show respect to others and enjoy opportunities to find out about different cultures and communities that are less familiar than their own.

### Outcomes for children are good

All children, including those who have special educational needs or disability, are working comfortably within the typical range of development for their age. Staff are skilled in taking opportunities as they arise to extend children's mathematical skills. Children have regular opportunities to compare, sort, count and match. This helps them to make very good progress in this area of learning. Early writing skills are emerging as children practise writing their name. Children gain a range of key skills to prepare them for the next stage of their education, including the move to school.

## Setting details

<b>Unique reference number</b>	EY389595
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1027872
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Al-Nasiha Preparatory School Ltd.
<b>Registered person unique reference number</b>	RP528793
<b>Date of previous inspection</b>	18 September 2012
<b>Telephone number</b>	07747 042 189

Huddersfield Community Nursery (Al-Nasiha) was registered in 2009. It opens Monday to Friday, during school term time. Sessions are from 9am until 4pm. Three members of childcare staff are employed at the nursery. All hold appropriate early years qualification at level 3 and the manager holds early years professional status. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who have special educational needs or disability.

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