

Abu Bakr Nursery

150 Wednesbury Road, WALSALL, WS1 4JJ



Inspection date

27 September 2016

Previous inspection date

28 May 2012

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

- The setting's medication procedures do not meet requirements. Parents' permission is not gained before medication is administered. Staff give babies medication that is not prescribed for them, putting their welfare at risk.
- Leaders and the manager have not embedded a rigorous system to monitor staff's practice. As a result, the quality of teaching is too variable. Staff do not secure children's engagement in purposeful learning and, consequently, the children do not make sufficient progress.
- Staff's observations of children's learning and development are not evaluative and their written records lack accurate evidence of children's progress. When staff identify children's next steps in their learning, they do not plan activities that ensure the children make good progress.
- Leaders and the manager do not organise staff well enough to ensure that children new to the setting have the necessary support to ensure that their emotional and learning and development needs are met.
- Staff do not consistently promote children's well-being. Healthy eating and independence are not encouraged, across all age groups.
- Self-evaluation and improvement planning are not good enough. They demonstrate little evidence of how leaders and the manager are able to drive further improvement.

It has the following strengths

- Parents speak positively about the nursery. They feel that their children are safe and well cared for.

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 permission is gained from parents before administering medication and only administer medicines that have been prescribed by a doctor whenever possible	04/11/2016
■ conduct regular and purposeful staff appraisals, supervisions and observations to identify any training needs; and provide support and coaching to foster a culture of continuous improvement	04/11/2016
■ improve the quality of teaching across the setting by ensuring that observation, assessment and planning are used effectively to track precisely the progress of all children	04/11/2016
■ ensure that routines and staff are organised to meet the needs of all children and that staff interact with all children appropriately to help them settle quickly, develop their independence and make strides in their learning.	04/11/2016

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

	Due Date
■ ensure that all children have their next steps identified accurately, make good progress in their learning and meet their targets	04/11/2016
■ ensure snacks and meals that are nutritious and that staff teach children the importance of being healthy	04/11/2016

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

- improve the daily experiences of children by implementing an effective process of self-evaluation and take action to address identified weaknesses.

Inspection activities

- This was a no-notice inspection following a risk assessment which highlighted concerns about the proprietor. The inspection ran concurrently with inspections of the schools in The Abu Bakr Trust, including the girls' school, boys' school and the primary school.
- The inspectors reviewed the improvements that the provider has made since the last inspection and the plans for future improvement.
- The inspectors observed activities and the quality of teaching in the play rooms and outdoor play area.
- The inspectors looked at children's records, planning documents, evidence of staff suitability and a range of documents, including policies and procedures.
- One inspector conducted a joint observation with the manager.
- The inspectors took account of the views of parents and those of children spoken to on the day of the inspection.

Inspectors

Susan Crawford Her Majesty's Inspector/ Johanna Holt Early Years Regulatory Inspector

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider does not monitor the quality of the setting well enough. Consequently, there are several breaches of the teaching and learning, and welfare requirements. Some action has been taken to address the areas for improvement identified at the previous inspection. For example, the garden has been developed to create areas of learning. However, staff are unsure how to use the outdoor area to provide challenging experiences for the children and to extend their learning. Parents provide the children with snacks that are unhealthy; staff do not explain the benefits of a healthy and nutritious diet. The arrangements for safeguarding children are ineffective. Staff do not adhere to the setting's administration of medication procedures: parents do not always give written consent and they provide babies with medication that is not prescribed by a medical professional. The manager and staff do not provide, or receive, regular supervision and appraisals. Safeguarding, the quality of teaching and the care and welfare of individual children are not routinely discussed between leaders and staff. The provider does not monitor the work of the manager or support her well-enough in her role. There are no effective self-evaluation or plans in place to drive improvement. As a result, leaders do not have an accurate understanding of the setting's strengths and areas for improvement.

Quality of teaching, learning and assessment is inadequate

Some staff do not know the children well enough and are unaware of individual children's stages of learning. Staff's assessments of children's learning and development are not accurate in the toddler and pre-school room. Staff's written observations are not always evaluative and they do not always help to identify the next steps in the children's learning and development. Teaching is not good enough. Some children are not well supported in their learning. Some activities lack challenge and children quickly lose interest as a result. Some activities are uninspiring and fail to engage children's interest and imaginations. Consequently, they do not make good progress. Not all staff have a secure understanding of how to support children's learning and development. Not all children are well prepared for the next stage in their learning or their transition to school. Staff have made some links with local schools and other professionals such as the speech and language therapy service.

Personal development, behaviour and welfare are inadequate

Leaders do not organise staff effectively. Consequently, staff do not meet the needs of children well enough, particularly when they start at the nursery. For instance, large numbers of children start the new term at the same time. Staff do not do enough to get to know the children and to help them feel emotionally secure in the setting. As a result, too many children become very upset and staff have to interrupt teaching and activities to take time to deal with individual children. This impacts on all of the children and their ability to learn and enjoy nursery life. Staff give some appropriate support to disabled children and those with special educational needs. They recognise the triggers for certain behaviours and manage these appropriately. Most children behave well despite the interruptions in their play and learning and the lack of challenge. They listen to staff and follow the routines. For example, they sit in a circle after washing their hands ready for

their snack. Children have access to a suitable range of toys and resources although there are limited opportunities to explore technology. Parents and carers say that they are happy with the nursery. They feel that staff keep them well informed about their child's welfare and learning.

Outcomes for children are inadequate

Weaknesses in teaching means that children are not well supported and do not make the progress of which they are capable in their learning and development. Children are not inspired to learn or have the opportunities to improve their concentration and perseverance. Children who speak English as an additional language are adequately supported in their early communication skills as they copy actions to their favourite songs. In the baby and toddler room, some group activities ably support children's emerging language skills. For example, during small-group times some staff use appropriate language to support and engage children. Children's play and learning is interrupted when other children become upset. Staff do not take time to get to know children before they are admitted. As a result, children are not quick to settle and become upset; they do not receive individual attention and comfort.

Setting details

Unique reference number	EY435188
Local authority	Walsall
Inspection number	1073945
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	33
Number of children on roll	56
Name of registered person	Abu Bakr Trust
Registered person unique reference number	RP531034
Date of previous inspection	28 May 2012
Telephone number	01922276270

Abu Bakr Nursery was registered in 2011 by the Abu Bakr Trust, who run the adjoining primary school. It operates from five rooms in a converted terraced house in Walsall. There is a fully enclosed area available for outdoor play.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is open Monday to Friday, term time only, from 8am until 4pm. Children are able to attend for a variety of sessions and come from a wide catchment area. A maximum of 33 children under eight years may attend the nursery at any one time. There are currently 56 children on roll from three months to four years. The nursery also offers care before and after school to children who attend the Abu Bakr primary school aged over five to eight years. The nursery provides funded early education for two, three- and four-year-olds.

The nursery employs 11 members of staff, all of whom hold appropriate qualifications in early years. The manager holds an early years degree.

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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