

Inspection date

7 October 2016

Previous inspection date

12 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable across the nursery. Not all staff use their knowledge to provide experiences that fully engage and motivate children to learn. As a result, children in the toddler room do not always make the best possible progress in their learning.
- Staff do not consistently and purposefully plan or adapt activities to effectively support children's next steps in their learning and development.
- Leaders have begun to develop performance management systems to provide staff with effective support, supervision and training. As a result, there have been some improvements in the quality of teaching. However, leaders' monitoring is not established sufficiently well enough to have a positive impact on all staff's teaching practice.

It has the following strengths

- Since the last inspection, the provider has taken immediate and effective action to improve the overall appearance, safety and hygiene of the environment for children, both indoors and outside.
- Staff treat children and parents with respect and value their individuality. Parents value the support they receive from staff to meet their child's individual needs and to support their learning. As a result, staff form close, positive relationships with children and parents.
- Leaders conduct stringent checks to ensure that all staff are robustly vetted; including staff who have transferred from an associated setting. Consequently, children are kept safe in the care of suitable adults.

What the setting needs to do to improve further

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

	Due Date
■ increase the rate of children's progress by improving the quality of learning and development experiences in the toddler room, and ensure that all staff plan and adapt activities to effectively support children's individual learning	31/01/2017
■ improve the quality of teaching through a process of effective quality assurance monitoring and performance management.	31/01/2017

Inspection activities

- The inspectors observed the quality of teaching and its impact on children's learning both indoors and outside.
- The inspectors spoke with staff, children and parents at suitable times throughout the inspection.
- One inspector conducted a joint observation with the manager.
- The inspectors held meetings with the nominated individual, the manager and a senior staff member.

Inspectors

Lorraine Anne Lawton / Esther Gray

Inspection findings

Effectiveness of the leadership and management requires improvement

The appointment of an experienced manager and deputy manager has improved the leadership of the setting. Leaders have developed an effective action plan to drive further improvements in the quality of children's care and education. Staff are appropriately qualified. However, the quality of the teaching remains inconsistent. Leaders have not had enough time to fully identify and support staff's improved practice. Safeguarding is effective. Leaders and staff attend specialised training and are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm. The leaders have a broad knowledge of current safeguarding issues and have updated the child protection policy and procedures accordingly. Staff confidently articulate how to report child protection concerns about individual children.

Quality of teaching, learning and assessment requires improvement

Key persons have a detailed knowledge of their children and base activities on their interests and the next steps in their learning. However, in the toddler room, not all staff effectively challenge children's learning. Staff playfully encourage babies to react to sounds when they bang a wooden spoon against a metal bowl. Older children are given time to think and talk about visiting their favourite places, such as the Bull Ring shopping centre. Bi-lingual staff effectively support children who are new to English. Leaders have begun to track the progress of individuals and groups of children. They have used the information gained from this process to provide additional resources. For instance, the use of word and number displays help to secure children's interest in numbers and literacy.

Personal development, behaviour and welfare are good

Children are happy and settled in the care of staff who provide them with close, warm attention. Babies are cuddled and soothed. Children's good health is well promoted. For example, children's individual health care plans are closely monitored by leaders. Staff work with parents and children to prevent obesity. All children enjoy ample portions of fruit, fresh air and exercise each day. The improved outdoor area provides sufficient, safe space for children to practise their physical skills. They love to run and to play on the swings. Older children develop their understanding of right from wrong because staff sensitively help them to reflect on their behaviour and how this affects others. As a result, children's physical and emotional well-being is effectively nurtured.

Outcomes for children require improvement

Most children make reasonable progress in their learning from their starting points. They gain skills to prepare them for the next stage in their learning. However, some children are not making as much progress as they could due to a lack of challenge in their learning. Babies and young children are settled and sociable. Pre-school children develop essential self-care skills. Effective links with other key professionals secures improving outcomes for children with special educational needs and/or disabilities and their families.

Setting details

Unique reference number	EY420833
Local authority	Birmingham
Inspection number	1074509
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 - 8
Total number of places	58
Number of children on roll	29
Name of registered person	Isra Daycare Ltd
Registered person unique reference number	RP530323
Date of previous inspection	12 April 2016
Telephone number	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. There is a fully enclosed outdoor play area. The nursery employs ten childcare staff who all hold appropriate early years qualifications. One member of staff has a degree in early years, and four members of staff have a National Vocational Qualification (NVQ) at level 2. Two members of staff have a NVQ at level 3 and three members of staff are working towards a NVQ level 3 award. The nursery opens five days a week, during the school term, from 9am to 3pm. The nursery supports children with special educational needs and disability and those who speak English as an additional language. It provides funded early education for three- and four-year-old children.

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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