

Inayah Daycare Limited

214 Bacchus Road, BIRMINGHAM, B18 4RE



Inspection date	3 February 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- The provider does not ensure staff plan thoroughly in order to provide rewarding learning experiences for children. Staff do not encourage children to take responsibility for aspects of their own learning.
- Staff do not include good levels of challenge, particularly for the most able children, to promote learning to the highest possible levels. Children's individual learning needs are not addressed effectively to ensure all make consistently good progress from their starting points.
- Parents do not receive a written summary of the progress check completed for children aged between two and three years.
- Children do not have opportunities to develop a wide range of physical skills.
- The monitoring of teaching, learning and the self-evaluation is not robust enough. Key weaknesses are not identified and addressed promptly to raise the quality of the provision.

It has the following strengths

- Children are happy in the nursery and enjoy play in the welcoming environment. The rooms are colourful with many attractive displays and a wide range of resources.
- Children are well behaved and learn to treat others with respect. Children learn about differences through first-hand experiences. They mix with other children from various backgrounds and learn about the world around them through planned activities.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ provide opportunities for children to make decisions and to contribute actively to their learning experiences 	03/03/2017
<ul style="list-style-type: none"> ■ plan rewarding learning activities that focus on what each child needs and provide challenge for the most able children so that all children make consistently good progress from their starting points 	03/03/2017
<ul style="list-style-type: none"> ■ provide parents with a written summary of the progress check for children between the ages of two and three years. 	10/02/2017

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

- provide opportunities for children to develop a wide range of physical skills in moving and handling
- improve monitoring and self-evaluation to identify and address weaknesses, including in the quality of teaching, to raise standards to good levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager who is also the provider.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Designated lead persons know what to do if there are allegations made against anyone working with the children. Staff have a good understanding of their responsibilities to protect children from harm. As part of performance management the provider regularly observes staff's practice. However, the quality of teaching is not yet good and does not ensure children's learning is promoted well enough. The partnerships with parents are positive overall. Parents are pleased with the support they receive. However, the provider has not ensured parents receive a written summary of the progress check for children aged between two and three years. Parents do not have an opportunity to discuss how the summary can be used to support their child's further learning. Self-evaluation is not sufficiently robust and does not identify the strengths of the provision and key areas for further improvements.

Quality of teaching, learning and assessment requires improvement

Staff do not take account of each child's individual learning needs when they plan learning experiences. They do not ensure activities are adapted to include good levels of challenge for the most able children. Staff do not do enough to help children to make independent choices in their play or to contribute actively to their own learning. Staff promote the recognition of colours through messy play. They provide opportunities for children to count and introduce shapes. Staff give lots of praise and this helps to maintain children's focus. They interact positively throughout and promote children's language skills effectively.

Personal development, behaviour and welfare require improvement

Children enjoy their time in the welcoming nursery. They form strong bonds with key persons. However, teaching does not always motivate children to achieve their best or to be independent, active learners. Children learn to have respect for others and to use their manners consistently. Children enjoy dressing up in costumes and engage in pretend play. They invite staff to join in and interact confidently. Children follow the routines well. They have opportunities to serve themselves at mealtimes and they are developing an awareness of healthy eating. Children play outside on a daily basis. However, they do not have opportunities to develop a wide range of physical skills. Children learn about the world around them through planned activities that include outings to various venues.

Outcomes for children require improvement

Overall, children, including those in receipt of funding, are not making good progress. However, they are developing some skills to support them in the next stage of their learning. Children make marks and they learn the letters in the alphabet. Children develop some independence skills as they learn to attend to their personal needs. For example, they put on their coats with minimal assistance.

Setting details

Unique reference number	EY494211
Local authority	Birmingham
Inspection number	1075548
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	19
Name of registered person	Inayah Daycare Limited
Registered person unique reference number	RP534945
Date of previous inspection	Not applicable
Telephone number	07482793862

Inayah Daycare Limited was registered in 2015. The nursery employs seven members of childcare staff. All hold appropriate early years qualifications at level 2 or 3. The nursery opens from 9am to 12.30pm Monday to Friday during term time. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children who speak English as an additional language.

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