

Inspection date

11 May 2017

Previous inspection date

7 October 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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:

- Staff have not fully considered ways of minimising health and safety risks that arise due to there being a gap under perimeter fencing in the outdoor area. There are times when large refuse bins on the other side of the fencing overflow and it is possible for children to reach through the gap under the fence.
- Leadership and management are not fully effective in providing staff with the support and coaching they need so that they have a good understanding of how to fully promote children's welfare, skills and interests.
- While teaching practice has improved since the last inspection, staff practice is not flexible enough to ignite children's curiosity and support them in developing their own ideas and finding things out for themselves.
- Staff do not consistently give children enough time to put their own thoughts into words when questions are asked of them.

It has the following strengths

- Children's emotional security is promoted well by staff. Relationships between staff and children are good.
- Children are provided with healthy meals and snacks.
- Procedures for staff recruitment, selection and induction meet requirements.
- Parents share positive views about the care that staff provide.
- Required documentation about children is kept up to date and in good order.

What the setting needs to do to improve further

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

	Due Date
■ minimise all potential hazards to children, with particular regard to the gap under the fence in the outdoor area	31/05/2017
■ ensure staff are provided with the support, guidance and coaching that they need so that they have a good understanding of how to fully promote children's welfare, skills and interests	30/06/2017
■ improve opportunities for children to explore and investigate, develop their own ideas and find things out for themselves.	30/06/2017

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

- support children more consistently in putting their own thoughts into words during conversations and when questions are asked of them.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this setting.
- The inspectors observed the quality of teaching during activities and assessed the impact this has on children's learning. One inspector conducted a joint observation with the manager.
- The inspectors discussed teaching methods with the manager and the deputy manager of the provision.
- The inspectors held meetings with the manager. They looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspectors spoke to a small number of parents during the inspection and took account of their views.

Inspectors

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The premises are secure. Staff are deployed appropriately, ratios are maintained and children are always supervised. Staff are aware of potential risks and generally minimise these appropriately. They are alert to ensuring that children do not play adjacent to the perimeter fencing, but have not taken all possible steps to ensure that potential risks on the other side of the fence are inaccessible to children. Staff are first aid trained. They familiarise themselves with policies and procedures during their induction. However, in some areas of their work staff do not demonstrate a clear understanding of how to put these into practice. Support and coaching within the setting are not robust enough to ensure that staff have a good understanding of how to fully promote children's welfare, skills and interests.

Quality of teaching, learning and assessment requires improvement

Staff practice is variable across the setting. Pre-school children are provided with pictures of animals that have been drawn by staff. These are story book characters. Staff provide children with small pots of paint containing only the colour that they expect each child to use for the picture they have been given. Children's creativity and opportunities to independently explore resources are not supported. Young children are interested in listening to a short story and their emerging speaking skills are supported well. Staff initially obtain information from parents about what their child already knows and can do. Staff record observations and plan appropriately to support the individual learning of children in their group. However, some adult-led activities do not engage all children in a group and children's thinking skills are not fully promoted.

Personal development, behaviour and welfare require improvement

Failure to fully minimise all potential risks in the outdoor area mean that children's overall safety is not fully addressed. However, the area is used effectively to support children's physical development. Staff create a welcoming environment and children separate from their parents happily. An effective key-person system helps children to form secure attachments. Children behave well. They develop an understanding of danger and how to keep themselves safe, such as how to use scissors safely.

Outcomes for children require improvement

Children reach expected levels of development and older children gain basic skills to prepare them for school. However, they are not making best possible progress as teaching is not consistently good. Children learn to manage their self-care needs independently. They practise manipulative skills in different ways and older children's pencil control is developing well. Children count while they play and older children are learning that numerals represent quantities and letters represent sounds.

Setting details

Unique reference number	EY420833
Local authority	Birmingham
Inspection number	1097068
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 - 4
Total number of places	58
Number of children on roll	40
Name of registered person	Isra Daycare Ltd
Registered person unique reference number	RP530323
Date of previous inspection	7 October 2016
Telephone number	0121 661 4920

Isra Daycare was registered in 2011. The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and three are qualified at level 2. The setting opens from Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 8.30am until 3.30pm, term time only. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

