

Khadra Daycare

Nechells Regeneration Project, Nechells, B7 5PD



Inspection date

18 May 2017

Previous inspection date

24 May 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:

- New and less experienced staff do not yet have a strong enough understanding of the processes used to plan and provide experiences to help children make consistently good progress in their learning.
- Staff working with the older and more able children do not recognise the benefits to planning more adult-led activities in order to help prepare children for moving on to school.
- Some staff do not know about different learning styles, interests and capabilities, particularly of boys, or help them to remain engaged in challenging activities.
- Although reflection on practice is developing, actions taken are not yet helping to drive the provision forward and raise the quality of standards throughout the nursery.

It has the following strengths

- Staff are building sound relationships with parents. They share key information to help them to settle children at nursery and when moving up into the next room.
- Babies and young children gain secure attachments with their key persons. They are confident and enjoy the welcoming nursery environment and suitable access to a range of resources.
- Children have good opportunities for outdoor play. They scale the climbing wall, balance on crates and tyres and manoeuvre bikes and ride on toys around the garden.

What the setting needs to do to improve further

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

	Due Date
■ ensure newer and less experienced staff improve their skills and develop the effectiveness of observation, planning and assessment to support every child to make at least good progress in their learning	18/08/2017
■ ensure older and more able children benefit from a shift towards activities led by adults, helping prepare them for more formal learning in readiness for the move on to school.	18/08/2017

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

- identify where boys learning can be improved further in order to engage them in challenging activities matched to their learning styles and interests
- strengthen the processes of evaluation, in order to swiftly recognise and address all weaknesses, helping to drive the provision forward and raise the quality of the outcomes for children to a higher level.

Inspection activities

- The inspection was conducted by an Early Years Regulatory Inspector and an Early Years Inspector. They observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children at suitable times during the inspection.
- A joint observation was completed with the nursery manager and deputy.
- The inspectors held meetings with the nursery manager, deputy and provider. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

Inspector

Lucy Showell, Early Years Regulatory Inspector / Emma McCabe, Inspector

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and deputy have been working hard with established staff to strengthen practice and some improvements have been made since the last inspection. However, there are a high number of very recent staff changes particularly within the preschool room and weaknesses in teaching and learning remain apparent. Performance management for the newer staff is still in its infancy and evaluation of the provision is yet to focus on raising the quality of outcomes for children. The arrangements for safeguarding are effective. Staff have a suitable understanding of child protection procedures and explain what they would do if they suspect a child is suffering from harm. Policies and procedures are up to date and in line with local safeguarding practices. Managers are beginning to monitor the progress made by different groups of children. This process is showing some encouraging results particularly for those with special educational needs and disabilities and those who speak English as an additional language.

Quality of teaching, learning and assessment requires improvement

Children spend a large part of their time outdoors and many opportunities are missed to really challenge children in their learning. Staff in the main interact with the children and they join in with their play which inspires children to develop their imagination. However, some assessments and planning are not being used to provide opportunities that support children to make at least good progress. Staff fail to recognise when boys spend a large amount of their time running round and riding scooters. They have not yet identified how they can channel boys learning to help motivate them and engage them in activities. In addition, older and more able children are not benefiting from more adult-led or focused activities to help them gain skills in readiness for school and further learning.

Personal development, behaviour and welfare require improvement

Children are generally settled and happy. Staff are helping to foster some independence, encouraging some children to make choices, serve themselves at meal times and develop their self-help skills. Staff are appropriate role models and are starting to teach children about boundaries and behavioural expectations. Several children are developing an awareness of the effects of their actions and how it makes others feel. In the main, key persons gather relevant information from parents and get to know the children's routines and care needs. Young children and babies are nurtured and cared for and their emotional and physical well-being is promoted. Parents are happy with the individual care and attention their children receive and with the relationships they have with staff.

Outcomes for children require improvement

Children are making varied progress from their starting points. They gain some of the skills that help them to prepare for the next stage in their learning. For example, they manipulate and handle tools and equipment when playing with the dough, sand and water. Babies and young children communicate their needs and are learning new words to express themselves and share their ideas. They enjoy listening to familiar stories, exploring their surroundings and watching the fish swimming around in the tank.

Setting details

Unique reference number	EY451789
Local authority	Birmingham
Inspection number	1099943
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	1 - 5
Total number of places	73
Number of children on roll	89
Name of registered person	Isra Daycare Ltd
Registered person unique reference number	RP530323
Date of previous inspection	24 May 2016
Telephone number	0121 328 1759 Extension 1 300

Khadra Daycare registered in 2012. It operates from a business centre in the Nechells area of Birmingham. It is open each weekday from 8am to 8pm all year round, except for public holidays. The nursery is in receipt of funding for free early education for children aged two, three and four years. A team of 13 staff work with the children. Of these, 10 staff hold relevant early years qualifications, including the deputy who has an early years degree and the manager who has a foundation degree.

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