

Inayah Daycare Limited

214 Bacchus Road, BIRMINGHAM, B18 4RE



Inspection date	30 November 2017
Previous inspection date	3 February 2017

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

- The quality of teaching is variable. Not all staff use their knowledge to provide experiences that fully engage and motivate children to learn. Children do not consistently make good progress in their learning.
- Staff do not assess children's development accurately enough to identify their next steps in learning. Planned activities are not always sufficiently focused to continually build on what children already know and can do.
- Staff do not always provide parents with enough information about children's next steps in learning so that parents can extend learning opportunities at home.
- The manager has not established effective systems to monitor groups of children's progress in order to identify any emerging gaps in learning more swiftly.

It has the following strengths

- Children are happy and settled in the nursery. Staff create a warm and friendly atmosphere. Children form close bonds with staff and each other.
- Children have plenty of opportunities to develop their physical skills. Staff provide a suitable range of resources that helps children to develop small- and large-muscle skills.
- Staff promote children's health well. Children benefit from nutritious snacks which meet their individual needs.
- Parents are happy with the service and speak favourably of the care staff provide.

What the setting needs to do to improve further

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

	Due Date
■ raise the quality of teaching to a consistently good level so that staff interactions challenge and extend children's learning effectively	12/01/2018
■ make more accurate assessments of children's learning, and use this information to plan and target appropriate activities to enable children to make at least good progress.	12/01/2018

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

- strengthen partnerships with parents and provide them with ongoing information about children's learning in the nursery
- implement effective systems to track groups of children's progress to check that every child makes at least good progress.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and the deputy manager.
- The inspector discussed a range of policies and procedures and looked at evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

Inspector
Trisha Turney

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the manager has increased the attention given to the performance management of staff. However, this has not resulted in the quality of teaching being raised to a consistently good level. Nevertheless, managers supervise staff and they benefit from meetings and access to training to develop their overall practice. Some monitoring of individual children's learning is in place. However, this is not fully effective because not all staff make accurate assessments of children's abilities and achievements. The manager does not monitor groups of children's learning. This means that any gaps in learning are not always identified and addressed quickly enough. Safeguarding is effective. The manager and staff implement a range of effective policies and procedures to underpin the safe and efficient running of the nursery. The manager and staff have a secure understanding of child protection procedures. Staff know the procedures to follow should they have a concern about a child in their care.

Quality of teaching, learning and assessment requires improvement

Although most staff are qualified, the quality of teaching is inconsistent. Activities and experiences planned for children do not focus sharply enough on what children need to learn next. Staff do not always interact well with children. Although staff sit with children as they play, they do not continually give children enough support and challenge to extend their learning. At times, older children are not motivated and focused on play and learning. They move quickly from one activity to another as staff do not successfully engage them in challenging, purposeful play. Some suitable teaching strategies are used. Staff encourage children to explore and investigate. During a painting activity, younger children are encouraged to experiment with the paint. They show great delight as they mix the colours together and see different colours emerging.

Personal development, behaviour and welfare require improvement

Staff do not always work closely enough with parents. Although staff share general information with parents about children's time at the nursery, they do not consistently provide enough information about children's ongoing learning needs. Children do not always receive a consistent approach to support their care and learning. Staff help children to understand and follow the simple nursery rules. For example, they remind children to walk inside and to share and take turns with toys and resources. Children behave well.

Outcomes for children require improvement

Weaknesses in the overall quality of teaching mean that children are not consistently supported to reach their full potential. However, children are generally gaining the skills needed to prepare them for the next stage in their education, including the move on to school. Early writing skills are emerging, for example, toddlers enjoy making marks with crayons and chalks. Children develop confidence. They build relationships with other children and make choices about the toys and resources they play with.

Setting details

Unique reference number	EY494211
Local authority	Birmingham
Inspection number	1085282
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	26
Name of registered person	Inayah Daycare Limited
Registered person unique reference number	RP534945
Date of previous inspection	3 February 2017
Telephone number	07482793862

Inayah Daycare Limited registered in 2015. The nursery employs eight members of childcare staff. Six members of staff hold appropriate early years qualifications at level 2 or 3. One member of staff is qualified at level 6. The nursery opens from 9am to 3.30pm, Monday to Friday during term time. The nursery provides funded early education for two-, three- and four-year-old children.

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