

## Inspection date

4 May 2018

Previous inspection date

11 May 2017

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

## Summary of key findings for parents

### This provision is good

- There have been significant improvements to the provision since the last inspection. The manager and deputy were appointed after the inspection and they have developed effective systems for monitoring, guiding and coaching staff to improve teaching practice. They ensure that potential risks are minimised.
- Staff observe and assess children's progress effectively. They plan for future learning with a good knowledge of what each child already knows and can do.
- The multi-lingual staff use their skills effectively to support children who speak English as an additional language. They encourage children to use their home languages, while also supporting their learning in English.
- The key-person system is effective in building relationships with children and their parents, and in meeting children's different needs. Children are settled and happy.
- Staff are clear about their responsibilities to protect children from abuse and neglect. They know the nursery referral procedures and the local procedures to follow if they have any concerns about a child.

### It is not yet outstanding because:

- On occasions, some adult-led activities are not wholly successful in capturing all children's interest or challenging children of mixed abilities.
- Staff do not make the most of some opportunities to support children's mathematical learning with regard to different weights and sizes.

## What the setting needs to do to improve further

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

- review some adult-led activities, offering more consistent differentiation and challenge for children of varying abilities
- strengthen children's mathematical knowledge with regard to size and weight.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager, and discussed teaching methods with her.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small number of parents and took account of their views.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are trained to identify children at risk of abuse and in recognising signs of children being drawn into situations that may put them at risk of significant harm. The premises are safe and secure, indoors and outdoors. Procedures for recruitment, selection, induction and ongoing suitability meet requirements. The manager observes practice and holds regular supervision meetings with staff. She identifies the strengths of their practice, areas for improvement, and training needs that will enable them to improve their practice and maintain good standards, to meet children's care and learning needs. Recent training courses have helped staff to develop their teaching skills and their practice for promoting communication and language development. The manager and staff value the support provided by representatives of the local authority, which has helped to improve practice.

### Quality of teaching, learning and assessment is good

Staff use what they know about children to challenge them effectively while supporting their play. They promote children's speaking and listening skills well. Small-group times are effective in extending children's communication and social skills. Staff support children's sensory exploration, creativity and mark making. They provide babies with paint and chunky brushes, while modelling how they can also make marks with their fingers in the paint. Some enjoy exploring the texture of the paint. Staff encourage toddlers to practise their handling skills as they pour paint into the bottom of plastic bottles. They then ask children to add cotton wool and notice the change as it absorbs the paint. The young children enjoy sprinkling glitter into the bottles and then discover what happens when they shake them.

### Personal development, behaviour and welfare are good

Children enjoy their learning in a safe and welcoming environment. They behave well and staff boost children's self-confidence through praise for their efforts, achievements and positive behaviour. Staff give children's emotional security a high priority and relationships between staff and children are strong. Children develop an understanding of dangers, such as how to use scissors safely. Staff promote children's good health well. Children learn good personal hygiene practices and they are physically active each day. Meals are healthy and nutritious. Children gain an awareness of communities, families and traditions beyond their own experiences.

### Outcomes for children are good

Children make good progress in readiness for the move on to school. They learn to manage their self-care needs independently and carry out simple tasks for themselves. Older children write for different purposes and their pencil control is developing well. For example, they write down food orders in their role-play cafe. Children choose to create pictures of caterpillars or butterflies using crayons, glue and collage. The activity links to one of their favourite stories. Some choose to cut out their picture and they are able to use scissors adeptly.

## Setting details

<b>Unique reference number</b>	EY420833
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1099370
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Isra Daycare Ltd
<b>Registered person unique reference number</b>	RP530323
<b>Date of previous inspection</b>	11 May 2017
<b>Telephone number</b>	0121 661 4920

Isra Daycare registered in 2011. The setting employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, six hold level 3 and one holds level 2. The setting opens from Monday to Friday during term time. Sessions are from 8.30am to 4pm. The setting provides funded early education for two-, three- and four-year-old children.

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