

# Khadra Daycare

Nechells Regeneration Project, Nechells, B7 5PD



<b>Inspection date</b>	15 May 2018
Previous inspection date	18 May 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider does not demonstrate the capacity to improve. Actions raised at two previous inspections have not been addressed. The quality of teaching is still too variable.
- Staff do not accurately identify or intervene to support children who are making less than expected progress. Staff do not engage with parents or other professionals in a timely manner to provide effective support.
- Staff do not always promote children's language and communication skills well. They do not always effectively support children who speak English as an additional language to develop their speaking skills.
- The manager does not ensure all staff know how to observe and assess children's learning effectively. Staff do not always identify or focus their planning on what children need to learn next. Children do not make the progress of which they are capable.
- Staff do not include sufficient information in the required progress checks for all children aged between two and three years.
- Not all staff consistently reinforce the rules for appropriate or expected behaviour. As a result, children receive mixed messages and do not understand what is expected of them.

### It has the following strengths

- Staff provide children with appropriate emotional support. Children are generally settled and happy.

## 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:**

	<b>Due Date</b>
■ evaluate teaching practices effectively and raise the quality of teaching to at least a good level	27/06/2018
■ ensure any additional learning and development needs of children are identified and addressed in a timely way, including involving parents and seeking support from any relevant professionals where appropriate	27/06/2018
■ support children's developing communication skills effectively; with particular regard to promoting speaking skills for children who speak English as an additional language	27/06/2018
■ improve the systems used to observe and assess children's learning and ensure staff plan activities that focus on what children need to learn next to help them make consistently good progress	27/06/2018
■ ensure the progress check for children aged between two and three years contains all of the required information and provides parents with a short written summary of their child's progress	27/06/2018
■ ensure staff manage children's behaviour effectively and give children consistent messages and boundaries so that children learn what is expected of them.	27/06/2018

## **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 carried out joint observations with the nursery manager and deputy manager.
- The inspector held a meeting with the nursery 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 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 is inadequate

The provider has not done enough since the last inspection to raise the overall quality of the provision. The manager's ability to evaluate and monitor teaching and learning is weak. She has an unrealistic overview of teaching within the nursery as she is unable to identify weak practice. This means that despite staff attending training and receiving regular supervision from the manager, the overall quality of teaching is still not consistently good. Staff do not identify or take appropriate action to support children at risk of significant delay in their learning. Gaps in learning do not close and children with speech and language delay, including those who speak English as an additional language, are at risk of falling further behind. Staff do not seek the involvement or support of parents or other professionals in a timely manner. Safeguarding is effective. Staff have a clear understanding of the procedures they should follow if an allegation is made against a member of staff or if they have concerns about the welfare of a child in their care.

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

Although most staff are qualified, they do not always support children's learning and development effectively. Staff carry out some observations and assessments of children's learning. However, some staff lack knowledge of how to accurately observe and assess children's abilities. This means that staff do not always focus their teaching on what individual children need to learn next. Staff do not always promote children's developing communication skills effectively. Staff working with babies sit behind them as they talk, which hinders the ability of babies to engage and respond to communication cues. Staff working with toddlers do not always use learning opportunities effectively to help children practise their speaking skills as they play. For example, staff ask questions and then answer themselves without giving children time to respond. They do not always use effective questioning techniques to enhance children's developing language or engage them in conversation. At times, some staff support children's learning well. For example, children develop early literacy skills as staff read stories to them.

### Personal development, behaviour and welfare are inadequate

Staff do not include sufficient information in the required progress check for children aged between two and three years. For example, the checks do not always identify where children's progress is less than expected. Staff are not consistent in how they manage children's behaviour. They do not give consistent messages to children or explain to them why some behaviour is not acceptable, such as when children are pushing each other. At other times, some staff tell children not to run inside, while other staff ignore children who run. The result is that children frequently run around the toddler and pre-school rooms. Staff share some useful information with parents to help provide some continuity of care for children. Staff provide some opportunities to promote healthy lifestyles. For example, children benefit from daily fresh air and enjoy healthy and nutritious snacks and meals. The learning environment is suitably considered and children are able to access a variety of resources and activities.

### **Outcomes for children are inadequate**

Variable teaching and planning for children's future learning means that they do not make consistently good progress. Children make choices about what they want to play with. They develop confidence in a range of physical skills. For example, as they use scissors to cut or manipulate dough. Children are gaining the basic skills to help prepare them for the next stage of their learning, including their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY451789
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1100551
<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 - 8
<b>Total number of places</b>	64
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Isra Daycare Ltd
<b>Registered person unique reference number</b>	RP530323
<b>Date of previous inspection</b>	18 May 2017
<b>Telephone number</b>	0121 328 1759 Extension 1 300

Khadra Daycare registered in 2012. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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