

# Khadra Daycare

Nechells Regeneration Project, Nechells B7 5PD



<b>Inspection date</b>	8 November 2018
Previous inspection date	15 May 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of 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

### The provision requires improvement. It is not yet good because:

- The provider does not ensure that risk assessments are rigorous and that staff take effective action to minimise potential hazards, such as trailing leads and to ensure the emergency evacuation is robust.
- Staff do not achieve a good balance between adult-led activities and child-led play. Conversations between staff and children are mostly guidance and focussed on what staff prefer. This means that children do not have enough opportunities to express their preferences and interests completely.
- Staff do not include all children fully in activities. They tend to focus well on individual children. They have yet to develop the skills to engage children equally and to enable all children to have worthwhile learning experiences simultaneously.
- Self-evaluation is not rigorous enough and does not identify some key weaknesses in the provision.

### It has the following strengths

- The atmosphere is calm and children behave well during all learning and play activities. Pre-school children take responsibility for small tasks, such as preparing tables for lunch. They contribute happily and follow guidance willingly.
- Partnerships with parents and other professionals are working positively to support children's learning. Staff provide guidance about how parents might continue with activities at home and they include parents' suggestions in the next steps in learning. Managers have implemented strategies shared by external professionals to promote children's language skills.

## What the setting needs to do to improve further

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

	Due date
carry out rigorous risk assessments and take effective action to minimise potential hazards, such as trailing leads and to ensure the emergency evacuation procedure is robust.	13/12/2018
ensure staff provide appropriate learning experiences in which there is a good balance between what staff do and what children prefer, so that children have opportunities to contribute their ideas and preferences	13/12/2018
ensure staff provide opportunities for all older children to participate fully during activities, so that each child has a worthwhile learning experience.	13/12/2018

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

- strengthen the self-evaluation process to take account of key weaknesses and take prompt action to address these.

### Inspection activities

- The inspector had a tour of the premises and discussed risk assessments with the manager.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning. The inspector carried out joint observations of teaching and learning activities with the deputy manager.
- The inspector held meetings with the provider, the manager and deputy manager. They discussed procedures and practice in the nursery, including the self-evaluation process.
- The inspector looked at samples of documents and records required for the smooth running of the nursery.
- The inspector spoke with staff, parents and children and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff are informed about wider safeguarding matters and they know the procedures they must follow to report any concerns they might have about any child in their care. However, the provider does not consistently follow their emergency evacuation procedure when the fire alarm is triggered. The provider has addressed the actions raised at the last inspection satisfactorily. Managers have devised systems to monitor and address under performance. They provide regular feedback, so that staff are aware of how to make improvements in their practice although good-quality teaching is not yet embedded throughout the nursery. The manager and deputy monitor assessments to ensure these are accurate, the manager monitors specifically for children in receipt of additional funding who make steady progress. However, the provider does not carry out robust self-evaluation and some key weaknesses that impact on children's well-being are not identified. Parents comment favourably on the service they receive and the good level of communication with managers and their child's key person.

### Quality of teaching, learning and assessment requires improvement

Some staff some have not yet developed the skills to provide group activities that offer good support for all children. They plan appropriately based on their observations of children's play, however, teaching does not include consideration of children's emerging needs and interests. Staff working with older children do not encourage them to join in with activities and be engaged. Nevertheless, staff working with toddlers support them to increase their vocabularies well during activities, such as painting. They encourage children to name colours and to develop their skills in speaking English. Similarly, staff in the baby room talk with children constantly and this promotes their understanding and listening skills appropriately. They raise babies' self-awareness through play with mirrors while they look at their reflections.

### Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's welfare is not always effectively promoted. The manager does not ensure staff take prompt action to secure trailing leads effectively, so that they are not within children's reach. Furthermore, they do not follow the emergency evacuation consistently. In spite of this, staff supervise children closely during outside play and children develop independence skills. Children enjoy riding round on wheeled toys and they develop skills in balancing while they walk on low beams. Children know the expectations of the staff and they learn to use good manners.

### Outcomes for children require improvement

Not all children make good progress in their learning. However, most children have improved in their speaking skills, such as, while they engage in environmental walks. Children develop some of the skills they need in preparation for learning at school. They make marks and count during play.

## Setting details

<b>Unique reference number</b>	EY451789
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10079502
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Isra Daycare Ltd
<b>Registered person unique reference number</b>	RP530323
<b>Date of previous inspection</b>	15 May 2018
<b>Telephone number</b>	0121 328 1759 Extension 1 300

Khadra Daycare registered in 2012. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2, 3, 5 or 6. 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.

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.

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