

Al Hikmah Nursery

Off Greenhead Lane, Keighley BD20 6ER



Inspection date	30 April 2019
Previous inspection date	12 January 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Outstanding and inspirational leadership motivates and drives the excellent staff team. Staff carry out their roles and responsibilities with passion, dedication and commitment. Staff express how supported they feel in their professional development, which is highly personalised according to their needs, strengths and interests.
- Partnerships with parents are superb. They say: 'The partnership and communication between us is excellent. We receive regular updates about our child's progress verbally and they share ideas of what to do at home.'
- Teaching is outstanding across the setting. All staff have a thorough knowledge of children's learning needs. Activities are exciting for children, and staff are highly skilled at tailoring their teaching to reflect children's individual stage of learning and their emerging interests.
- Children continuously show enormously high levels of engagement, curiosity and concentration. They are supported by extremely skilled staff to build on their own ideas during play. Staff ask pertinent and thought-provoking questions. They constantly encourage children to solve problems and think critically.
- Children's behaviour is outstanding and staff manage behaviour extremely well. Children are polite, confident and understand the importance of sharing resources and taking turns. Older children take responsibility for their actions. They discuss with each other how they feel and talk about what makes them happy.

What the setting needs to do to improve further

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

- continue to implement the action plans to provide even more inspiring and innovative opportunities for children who prefer to learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery teacher.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to children and staff at appropriate times during the inspection. She also spoke to parents and took account of their views.
- The inspector sampled a range of documentation, including children's assessments and safeguarding policies and procedures.

Inspector

Julie Dent

Inspection findings

Effectiveness of leadership and management is outstanding

The manager meticulously monitors the quality of practice and ensures that areas for improvement are acted upon quickly. Future plans for development are incisive, taking account of the views of parents, children and staff. The manager has innovative plans to continue to support children who prefer to learn outdoors. Safeguarding is effective. All staff have a comprehensive understanding of child protection procedures, including how to identify and report any concerns about children's welfare. The manager has a very rigorous recruitment and induction procedure. This ensures the ongoing suitability of all staff who work at the setting. Highly effective systems for monitoring the progress of children, including meticulous moderation by the manager, mean staff are able to swiftly identify any emerging gaps in learning and quickly implement programmes of support.

Quality of teaching, learning and assessment is outstanding

Staff's own enthusiasm and motivating approach sustains children's focus exceptionally well. They skilfully intervene at opportune moments to extend children's knowledge. For example, staff encourage children to count slices of cucumber and radish and consider their size and shape. Staff support children's understanding of language superbly, through repetition, extending sentences and providing children with commentary as they play. Staff use a range of strategies, including dual language and visual timetables to effectively support those who speak English as an additional language. This supports children to become highly confident communicators and to make rapid progress in their speaking and understanding. Children are keen to join in with dough activities. They demonstrate their understanding of why they do this activity, stating that it helps them to develop their grip and writing skills. Staff encourage the children to make predictions. For example, they provide a wide range of paints and ask the children what might happen when they mix the colours together.

Personal development, behaviour and welfare are outstanding

Staff develop warm, nurturing relationships with all children to support their emotional well-being exceptionally well. For example, staff gather comprehensive information to enable them to effectively support children from the outset. Staff promote children's choices consistently and value the decisions they make. For example, at group singing time, staff ask all children to choose what they would like to sing. Children vote, agree and happily take part in the songs, chosen by majority agreement. All children have excellent opportunities to develop their physical skills. They have regular access to an excellently-resourced outdoor area. For example, children excitedly wait to go outside where they help water vegetables and use their imagination as they pretend to make herb soup in the water tray.

Outcomes for children are outstanding

Children willingly involve friends and staff in their play. All children, including those with special educational needs and/or disabilities (SEND), make rapid progress. Children develop excellent early writing skills and competently write the letters in their names. They acquire a wide range of skills that prepare them extremely well for school.

Setting details

Unique reference number	EY454962
Local authority	Bradford
Inspection number	10075307
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	16
Number of children on roll	14
Name of registered person	Jamiat-Ahl-E-Hadith-Keighley Committee
Registered person unique reference number	RP532066
Date of previous inspection	12 January 2016
Telephone number	01535210422

Al Hikmah Nursery registered in 2012 and is located in Keighley. The nursery employs four members of childcare staff, all of whom hold appropriate qualifications, one at level 2, two at level 3 and one with qualified teacher status. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with SEND.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

