

Bushra Daycare

Home Farm Neighbourhood Centre, Home Farm Close, Leicester,
Leicestershire LE4 0SU



Inspection date	20 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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

This is a provision that requires improvement

- Staff do not use planning, observations or assessments effectively. They do not provide interesting and challenging activities that meet children's individual development and learning needs, to help them make good progress.
- Staff do not offer all children access to the full range of resources and activities that promote all areas of their learning.
- Leaders do not monitor staff's performance effectively. They do not identify where some staff require focused support, training and coaching to ensure that the quality of teaching is consistently good.
- Self-evaluation is not robust. The leaders do not fully identify and prioritise areas for improvement and do not include the views of parents.
- Staff do not make the best use of what parents know about their child's learning at home, when making their initial assessments of children's starting points.
- The manager does not monitor the progress of individual and groups of children well enough. She does not always ensure that any gaps in their learning are quickly identified.

It has the following strengths

- Children are happy and settled and they have formed close attachments with their key person and staff.
- When at the park, staff deploy themselves effectively and supervise children closely to ensure their safety. Children develop their large muscles as they climb on the apparatus, run around and throw and catch balls.

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
ensure observations and assessments of children's learning are accurate, so that staff understand their levels of achievement and learning needs. Use this information to plan enjoyable and challenging activities that are appropriate for each child's age and stage of development	24/06/2019
ensure the premises, resources and equipment are organised to meet the needs of all children	24/06/2019
improve systems for supervision and professional development to help all staff to develop their teaching practice to a consistently good level.	10/06/2019

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

- use self-evaluation to drive ongoing improvements that include the views of parents
- strengthen how staff use information obtained from parents about their children's learning and development at home, to more precisely assess children's starting points when they first start at the nursery
- enhance the systems for monitoring children's learning, in order to review and track the progress different groups of children make more effectively.

Inspection activities

- This inspection took place following Ofsted's risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector
Sue Riley

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders' use of self-evaluation does not help to identify key weaknesses in practice, and parents' views of the setting are not gained. The manager's current supervisory sessions do not focus enough on evaluating staff's teaching practice in order to raise the quality of teaching to a consistently good level. The manager has started to monitor assessments for some children. However, she does not monitor all individual and groups of children. As a result, children are not provided with the precise learning experiences and opportunities to learn as much as they can. Furthermore, staff do not involve parents at the start of the placement to find out what their children can already do. Safeguarding is effective. Staff have a suitable understanding of the signs and symptoms of abuse and the reporting procedures. Recruitment process are secure, and staff are suitably vetted. Staff-to-child ratios meet requirements at all times.

Quality of teaching, learning and assessment requires improvement

Although most staff are qualified, they do not have a robust understanding of how to support children's learning effectively. Staff carry out some observations of children's learning. However, their assessments are not always accurate, and they do not consistently plan activities that fully support children's development. Staff do not manage the routine of the session to allow all children to access the messy play room in order to enhance their sensory and creative skills. Some activities are not presented in an inviting, stimulating or organised way. Consequently, this does not fully support children's learning and development. The quality of teaching is variable. During a play dough activity staff do not encourage the children to use the correct phonic sounds in order to support their language skills. That said, staff promote some children's communication skills. For example, they use pictures and signs to support those children with speech delay and those with special educational needs and/or disabilities. Staff ensure parents are kept fully informed about their children's progress through the termly reports covering their next steps.

Personal development, behaviour and welfare require improvement

Staff promote children's good health and help them develop suitable levels of independence during the routines. For example, children learn to wash their hands and brush their teeth after mealtimes. Pre-school children help with handing out the plates and beakers at snack time. Staff explain to children why certain behaviours are unacceptable. For example, they help them to understand the importance of sharing. Staff praise children in the toddler room for putting their own coats on and this helps to raise children's self-esteem. Children respond well and smile at their achievements. They learn to keep themselves safe as staff support them when using the stairs.

Outcomes for children require improvement

The weaknesses in assessment, planning and teaching impact on children's ability to make good progress. Despite this, children, including those in receipt of funding, gain some basic skills required for school. For example, toddlers enjoy using pens to make marks on surfaces, supporting their early writing skills. Pre-school children count their fingerprints on their paintings to support their mathematical development.

Setting details

Unique reference number	EY556300
Local authority	Leicester
Inspection number	10105821
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	61
Name of registered person	Bushra Daycare Ltd
Registered person unique reference number	RP556299
Date of previous inspection	Not applicable
Telephone number	0116 2222 629

Bushra Daycare registered in 2017 and is situated in Leicester. The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold level 2. The nursery opens Monday to Friday during term time only. Sessions are from 9am until midday and from 12.30pm until 3.30pm. 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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