

Inspection of Khadra Daycare

Nechells Regeneration Project, Nechells B7 5PD

Inspection date: 1 October 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured because the provider continues to demonstrate a poor capacity to meet all of the legal requirements of the early years foundation stage. Actions raised at a previous visit have not been addressed. Consequently, it cannot be confirmed that people looking after children are suitable to do so.

Children still do not benefit from consistently good-quality teaching. This is because management has not recognised that some staff have not yet developed all of the skills they need to be fully effective teachers. That said, children are interested and eager to take part in the varied range of experiences and activities on offer to them. Pre-school children show pride as they achieve and progress in their independence and mathematical understanding. They enjoy the challenge of solving simple number problems as they set the correct number of chairs, plates and cutlery for the number of children present. Early writing skills are emerging as babies and toddlers have fun making marks in paint, rice and chalk.

Children show that they feel safe and secure as they talk and interact with visitors. Children who are learning to speak English as an additional language have a good standard of English. However, staff do not always respond swiftly enough when children arrive at the nursery with starting points lower than expected in their speaking skills. This means children do not always get the targeted support they need as early as possible.

What does the early years setting do well and what does it need to do better?

- Leadership and management are ineffective. Concerns about staff's suitability are not robustly investigated or managed effectively. A suitable record of investigations is not kept and made available to demonstrate how decisions about staff's ongoing suitability have been made. Therefore, it cannot be confirmed that decisions about the suitability of people looking after children are correct.
- Staff have regular supervision and training sessions, and some staff are highly qualified. The manager has a clear understanding of the skills individual children need to develop for their future learning and school when the times comes. She knows what staff need to do to help children to progress. However, this has not resulted in the quality of teaching being raised to a consistently good level.
- Although staff identify what children need to learn next, some staff do not plan activities well enough to provide children with clear information and necessary explanations. Some staff are not effective enough in responding to children and adapting their teaching to help children extend their knowledge. This results in some children losing their initial good levels of interest and engagement in learning about things such as where animals live and different letters of the

alphabet. Some staff do not have a strong enough knowledge of how to support children's emerging speaking skills when they are below the expected level.

- There is a good balance of adult-led and child-initiated activities. Children have suitable opportunities to participate and contribute their ideas and preferences. For example, pre-school children use an array of different resources and tools to design and create pictures, models and pretend cakes in the role-play area. Staff plan activities and learning around children's interests. For example, children go outdoors to find numbers on the registration plates of cars.
- Staff develop positive relationships with parents. Parents of babies state that they are very happy with the care their children receive. Parents of pre-school children feel their children are supported particularly well to develop an interest and enjoyment of books and to learn to speak English as an additional language.
- Children's physical health is promoted well. Children spend time outdoors being active. They run, climb and learn to use wheeled toys. Younger children show confidence and perseverance as they learn how to control their bodies and tools, for example using spoons to feed themselves. Children develop healthy appetites and eat a varied range of nutritious meals and snacks. They learn what they can do to stay safe, such as using knives, forks and scissors safely.
- Staff expect children to be courteous, use good manners and look after one another. Children behave well and develop key skills to help them to share and take turns.

Safeguarding

The arrangements for safeguarding are not effective.

The provider continues to fail to ensure that all of the legal requirements of the early years foundation stage are met. This means that children's safety cannot be assured. That said, the manager follows correct child protection referral procedures in the event of allegations of abuse being made against staff. Staff have a sound understanding of different types of abuse. They are aware of the procedures to follow should they have concerns about a child's welfare. Risk assessment and fire safety procedures are robust and help to ensure the environment is kept safe for children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
--	-----------------

develop and implement effective systems so that any concerns about staff's suitability are robustly investigated to ensure that people looking after children are suitable to do so	28/10/2019
ensure that records which support the safe and efficient management of the setting are easily accessible and available at all times	28/10/2019
ensure that staff have the support and coaching they need to effectively manage any concerns about staff's suitability and to raise the quality of teaching to a consistently good level.	28/10/2019

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure arrangements are in place so that children receive swift and well-targeted support when they first arrive at the nursery with starting points lower than expected, particularly in regard to their speaking skills.	28/10/2019

Setting details

Unique reference number	EY451789
Local authority	Birmingham
Inspection number	10123923
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	72
Number of children on roll	68
Name of registered person	Isra Daycare Ltd
Registered person unique reference number	RP530323
Telephone number	0121 328 1759 Extension 1 300
Date of previous inspection	8 November 2018

Information about this early years setting

Khadra Daycare registered in 2012. The nursery employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds level 5, two hold level 3 and one holds level 2. The nursery opens Monday to Friday all year round. Sessions are from 8.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Christine Armstrong

Inspection activities

- The inspector completed a learning walk with the manager.
- The inspector and manager conducted joint observations through the day.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector held meetings with the manager and provider.
- The inspector looked at a sample of the setting's documentation. This included evidence of staff suitability, recruitment and some policies and procedures.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019