

Inspection of Salma Daycare

12 Brunswick, Leicester LE1 2LP

Inspection date: 13 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy spending time at the nursery. They show they feel safe and secure as they confidently explore their environment. Staff support children's early literacy and mathematical skills well. Children enjoy singing and listening to stories. Staff encourage children to talk about what they see in the pictures. They make the most of routine opportunities to develop children's counting and shape recognition skills. For instance, children identify the triangle shape in the picture and count the number of presents under the Christmas tree.

Staff have high expectations of all children and support them to embrace what makes them unique. Children who speak English as an additional language are well supported to gain the skills they need to understand and communicate fluently in English.

Staff act as positive role models and provide clear boundaries. Staff deal with minor conflicts sensitively. This helps children to understand what is expected of them. Children behave well. Older children learn how to share and take turns. They particularly enjoy taking part in team games. For example, they take turns to throw a ball to each other and listen carefully as their name is called. Staff provide children with lots of praise and encouragement. This helps to boost children's confidence and build their self-esteem.

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

- Staff help children to learn about their wider community. They provide them with a variety of new and exciting experiences that build on their existing knowledge. For instance, children visit the theatre and go on outings to the farm park. Children recall the different animals they saw at the farm and tell visitors how much they enjoyed feeding them.
- Children develop good language and communication skills. Babies babble as staff interact with them. Older children use language confidently to express their thoughts. For example, during a visit to the library, children talk about their understanding of Christmas. They tell staff that 'Christians' celebrate Christmas. Children identify the initial letter sound of words, for example they say, 'G is for gold.' They learn about keeping themselves safe, such as the dangers associated with crossing roads. Children know to listen and look out for cars when they are crossing.
- Staff plan a high-quality curriculum that provides children with a variety of experiences that stimulate their curiosity. They use their observations of children to make accurate assessments of children's levels of development. The manager monitors the progress of individual children and groups of children. This helps her to identify any gaps in children's learning and secure any additional support.

- Parents speak highly of the staff and the support they provide. They comment that staff are 'welcoming' and that they get to know their children well. Staff work closely with parents from the outset and find out about their children's prior achievements. They keep parents well informed of their children's progress through daily discussions and termly meetings.
- Babies form close bonds and warm attachments with the caring staff. Toddlers concentrate as they push cars along the floor and make 'brum brum' noises. They show their curiosity as they interact with visitors. Staff are nurturing and attentive to children's individual needs. For example, they provide non-mobile babies time on their tummies to help strengthen their neck and shoulder muscles.
- Children learn good hygiene routines and show positive attitudes to making healthy food choices. Children use their manners and show respect and kindness to their friends and staff. However, the organisation of mealtimes in the toddler room is not always effective in maximising children's learning.
- Leadership and management of the nursery are strong. The manager provides staff with coaching and support to help them develop their practice. However, less-experienced staff would benefit from more precisely targeted training to help raise the quality of their practice to the highest level.
- Overall, staff's interactions with children are effective. However, during some adult-led activities, staff do not always follow children's spontaneous interests or encourage them to share their own ideas.
- Leaders and managers understand the importance of reflecting on the quality of the provision to ensure continuous improvement. For example, they plan to develop the outdoor area to include more opportunities for children to experience growing plants.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant about children's safety and supervise them well. They implement effective systems to ensure that the premises are secure. Staff have a good knowledge and understanding of recognising and reporting any concerns about a child's welfare. They access regular safeguarding training to keep their knowledge and skills up to date. Staff have a good understanding of wider safeguarding issues, such as the 'Prevent' duty. This helps to protect children from potential harm. Leaders and managers follow robust recruitment procedures to ensure the suitability of all staff who work with children.

What does the setting need to do to improve?

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

- enhance staff's interactions during small-group activities to provide children with

more opportunity to follow their interests and develop their own ideas

- support staff to organise mealtimes more effectively in the toddler room to ensure that all children remain focused and engaged in learning
- strengthen staff's professional development opportunities and focus more precisely on broadening their individual knowledge and skills to help raise the quality of their practice to the highest level.

Setting details

Unique reference number	EY420739
Local authority	Leicester
Inspection number	10071645
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	0 to 4
Total number of places	58
Number of children on roll	82
Name of registered person	Salma Daycare Limited
Registered person unique reference number	RP530318
Telephone number	0116 2512530
Date of previous inspection	23 September 2015

Information about this early years setting

Salma Daycare registered in 2011. It is located in the St Matthews area of Leicester. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens from 8.30am until 6pm Monday to Friday during term time. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Newcombe

Inspection activities

- The inspector completed a learning walk with the manager of the areas used by children and discussed how the early years provision is organised.
- The inspector held discussions with staff and spoke with children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and looked at relevant documents. These included evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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