

Inspection of Khadra Daycare

Nechells Regeneration Project, Nechells B7 5PD

Inspection date:

8 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The experiences for children who attend the nursery are variable. Not all children access appropriate learning opportunities to help them make good progress. Children in the toddler room are not allowed to extend their own play. Staff stick rigidly to the planned activities and lack confidence to adapt or change activities when children becoming disinterested. For example, during story time children do not engage and sit on the carpet gazing around the room. When children try to extend their own play, they are told firmly that they must stick to the activity they have been provided with.

That said, some activities do hold children's attention and interest. Babies enjoy activities that take place in a calm and inviting environment. They are happy, settled and form close bonds with staff, who are nurturing and attentive to their needs. Older children are confident to share ideas and extend their own play. They eagerly take part in a variety of interesting activities, which promote their learning and enjoyment.

Children's behaviour is, generally, good. They share and take turns as they play with their friends. They learn about other cultures and customs and are respectful of children who have different beliefs from their own.

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

- The manager has an overview of the curriculum and knows what she wants children to achieve. However, this is not demonstrated in practice. The quality of teaching is variable, and children's experiences are not consistent throughout the nursery. The manager monitors staff practice. She has recognised where there are weaknesses and has begun to provide the support that staff need to help them improve.
- Staff working in the toddler room are not aware of the learning intention for activities and cannot demonstrate what they want children to learn. They are unsure of children's next steps for learning and, in some instances, next steps are not appropriate or matched to children's current level of ability. They do not make learning interesting or organise resources to enable children to gain valuable learning experiences. For example, staff provide an activity for children to decorate umbrellas. However, they do not engage children in conversation about the activity and when children try to initiate conversation they are ignored. Staff do not ensure that resources are accessible. When a child puts a pile of shredded paper on top of the glue, staff do not recognise that this prevents other children from completing the task.
- Older children thoroughly enjoy making princess crowns and castles. They concentrate as they use a tape measure to measure their heads and know that 2

and 8 makes 28. They confidently choose the materials they want to use to decorate their crowns and concentrate as they squeeze paint into trays and sprinkle on glitter. Staff confidently explain the intention of the activity and how they are meeting each individual child's next steps for learning.

- Children who have special educational needs and/or disabilities receive extremely good support and are fully included in activities, which are adapted to meet their individual needs. The special educational needs coordinator works closely with other professionals and parents to ensure children receive any additional support they need.
- Children have opportunities to spend time outdoors every day. They develop their physical skills as they climb and balance with dexterity. They take controlled risks during their play and staff remind them to think about how they can keep themselves safe. They learn about healthy eating as they plant and grow their own vegetables in the garden. However, staff do not always ensure that litter, such as half empty water bottles and crisp packets, is cleared from the outside area before children go outside. This is a potential risk to children as staff do not know how long the water bottle has been there and children could easily pick it up and drink from it.
- Partnership with parents is good. Staff share information with parents about their child's learning through an online system. Parents' comments are positive. They are happy with the care provided and the information that staff share with them.
- Staff are, generally, respectful towards children and speak to them in an appropriate manner. However, on occasion, in the toddler room, staff are abrupt and use raised voices to stop children from initiating their own play.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good awareness of the signs and symptoms that may indicate that a child is suffering from abuse or neglect. This includes wider safeguarding issues, such as 'Prevent' duty. Staff attend safeguarding training to ensure that they keep their knowledge up to date. There are robust recruitment procedures in place and all staff are checked to ensure their suitability to work with children. The premises are secure. However, the outside area is not always checked before children use it to remove any potential hazards.

What does the setting need to do to improve?

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

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| | Due date |
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| provide targeted training for staff whose teaching is not of a good enough level so that they understand the purpose of activities and can competently embed this into practice to ensure children's learning needs are consistently met | 24/09/2021 |
| ensure all staff understand the need to provide activities that capture children's interests and allow them time to extend learning for themselves | 24/09/2021 |
| make sure that the outside area is always free from rubbish before children go outside. | 23/07/2021 |

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

- support staff to understand how to speak to children appropriately at all times.

Setting details

| | |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY451789 |
| Local authority | Birmingham |
| Inspection number | 10127566 |
| 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 at time of inspection | 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 | 1 October 2019 |

Information about this early years setting

Khadra Daycare registered in 2012. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, including one who holds level 6 and one who holds level 5. 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

Rebecca Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A meeting was held between the inspector and the manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out three joint observations with the manager.
- The manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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.

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