

# Inspection of Salma Daycare 2

40 Malabar Road, Leicester LE1 2PD

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Inspection date:

13 September 2021

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## **Overall effectiveness**

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## **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

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Older children returning to the setting after the summer break happily separate from their parents on arrival. New children are given lots of reassurance by staff to help them feel comfortable in the environment. All children develop warm relationships with staff. Children play alongside each other and learn to share and take turns with toys. They become familiar with the daily routines and expectations of staff. Children help to tidy away and know which toys go in which box. They comply with staff's request to stand still as they fit straps from the walking aid around their waists ready for the daily walk. Children learn how to cross the road safely and respond appropriately to staff's reminders to 'stop' and 'look left and right' before they cross.

Staff sit with children as they play. Children do not always have the opportunity to think about what staff say to them or answer their questions. Some staff do not have the skills to communicate effectively with children about what they are doing. Activities do not always engage children or provide sufficient interest or challenge. At times, two-year-old children lose interest in group activities that are not well matched to their learning needs. That said, pre-school children happily play in the role-play area. They explore a selection of recently introduced natural materials and objects. Children learn to safely handle teapots, glass jars and crockery. Toddlers fill and empty different sized containers in the sand tray and build towers with bricks.

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

- The manager talks about how children can make choices in their play and can help themselves to resources. Staff provide activities that they think children will enjoy. However, these activities often lack purpose and challenge. At times, staff are unclear of what they want children to learn. They miss opportunities to extend children's knowledge and understanding to help them develop the skills they need for their future learning.
- Staff are caring and attentive towards children. They have an awareness of children's individual care needs and interests. However, assessment arrangements are not effective. Staff do not have an accurate knowledge and understanding of what children already know and can do. They do not plan the environment or learning experiences well enough to help all children to make the progress in their learning that they are capable of.
- Children, in the main, behave well. Staff emphasise the use of good manners during daily routines. For example, they actively encourage children to say please and thank you at snack time. Pre-school children are reminded about the expectations for behaviour during circle time. Staff offer lots of praise and encouragement and acknowledge children's good behaviour and contributions

with a 'high five'.

- The manager and staff are welcoming and friendly. Staff gather some information from parents about their children when they first start. However, arrangements to maintain a two-way exchange of information are not effective. Parents are provided with limited details about their children's progress or how they can support their children's learning at home. Staff do not gather sufficient information about children's previous experiences to help them to provide a breadth of learning opportunities that prepare children for their future success.
- Children demonstrate appropriate levels of independence and self-care. With encouragement they find and learn how to put on their own coats. They wash their hands before snack and pour their own drinks.
- Staff understand the importance of supporting children's communication and language development. However, they do not always communicate well with children, including those children who speak English as an additional language, to help them develop their understanding and speaking skills. At times, staff give too many instructions and ask fast paced questions in quick succession. Children are not given enough time to think, respond or initiate conversation.
- Children regularly participate in group activities, such as circle time and walks in the local community. However, these are not always well organised or matched to individual children's needs and capabilities. Toddlers lose interest and concentration during an overly long circle time. During a walk, some staff bombard children with questions and information that not all children understand.

## Safeguarding

The arrangements for safeguarding are effective.

The provider, manager and staff understand their responsibilities to keep children safe. Training and discussion during meetings ensure that staff have an up-to-date knowledge and understanding of child protection procedures, including those linked to wider safeguarding issues. They are aware of the signs and indicators of when a child may be at risk of harm. Staff are confident in how to report any concerns. The provider and manager monitor the use of technology in the setting to ensure that this is used safely and appropriately. Staff complete regular risk assessments of the premises and have taken steps to ensure that the premises are safe and secure.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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improve staff knowledge and understanding of how children learn and develop their skills and interactions with children	20/12/2021
ensure assessment is effective and make better use of this information to create and implement a well-planned curriculum that ensures that all children develop the skills needed for their future learning	20/12/2021
improve partnership with parents to ensure an ongoing two-way exchange of information so that parents are kept informed and involved in their child's progress and learning.	20/12/2021

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

- strengthen staff's interactions with children in order for all children to have time and opportunity to develop their communication and language skills
- improve the organisation and planning of group activities to ensure that all children can participate and benefit from the experience.

## Setting details

<b>Unique reference number</b>	EY473290
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10075657
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Salma Daycare Limited
<b>Registered person unique reference number</b>	RP530318
<b>Telephone number</b>	0116 262 2042
<b>Date of previous inspection</b>	15 April 2016

## Information about this early years setting

Salma Daycare 2 was registered in 2014. The nursery employs five members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. The nursery offers two sessions a day, from 9am until 12pm and from 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Muddimer

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector went on a walk in the local community and completed a joint observation with the manager during this time.
- The inspector spoke to the provider, manager and looked at a sample of documentation and records.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.

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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