

Inspection of Bushra Daycare

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

Inspection date: 13 September 2021

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Although children enjoy their time in this welcoming and friendly setting, there are times that activities offered to them lack purpose or challenge. Sometimes, children are not able to extend their ideas as staff focus too much on what the adult wants and not what the child needs. Occasionally, children's individual next steps in their learning are not known. This means that activities are not always matched to what children need to learn next. Despite this, children are happy have good relationships with each other and the caring staff. They are confident and safely explore the accessible play spaces.

Due to the COVID-19 (coronavirus) pandemic, parents are not allowed access to children's playrooms. Despite this, children enter the setting easily and staff greet them with big smiles. Those children who show some hesitance are reassured by staff and soon settle. Children develop secure emotional attachments with staff.

Children enjoy walks out in the community. They learn about the world they live in as staff talk to them about the leaves falling in autumn and the changing of colours. They laugh as they hear the leaves scrunch under their feet and squeal with delight when leaves fall on their head from trees above them.

Children gain good independence skills as they help themselves to tissues to blow their nose and try and put their coats and shoes on for outside activities. Children's behaviour is very well supported. Staff have high expectations of how children should behave. Children build positive and respectful relationships and enjoy sharing their experiences with others. Those children with special educational needs and/or disabilities are well supported by staff.

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

- Staff monitor the progress children make. However, the management team does not monitor staff's performance well enough to ensure weaknesses in the implementation of the curriculum are identified. Staff do not always use what they know about children to set appropriate next steps. Additionally, staff working in the pre-school room do not use the useful information about children from their previous key person to help them to plan learning from the child's start in the room. Therefore, staff do not know and understand what children can do and need to do next. This means that activities offered to children do not always match their abilities or needs.
- The setting cares for children from diverse backgrounds. Staff work closely with parents to ensure they understand and know about children's backgrounds before they begin. They find out words in children's home language and use these alongside English to help children feel confident and able to express their

needs. Staff offer opportunities for children to learn about the wider world as they learn about festivals, such as Chinese New Year, Diwali and Christmas. However, there are not enough opportunities for some children to learn more about their own cultural identity or play with toys and equipment that represent positive images of different groups of people.

- Staff offer children a range of healthy snacks, such as fruit, vegetable sticks and toast. Children come together as a group for meals and snacks and show good skills as they use simple utensils to serve themselves. Children develop good independence skills as they pour their own drinks and put used plates and cups in a tub, ready to be washed. This helps children to develop the skills they need for future learning.
- Partnerships with parents and carers are effective overall. Parents comment on how kind and welcoming staff are and how well their children have settled into the setting, despite only having attended for such a short time. Staff take time to share with parents how their child has been each day and any new learning that has taken place. However, the setting does not offer enough opportunities for parents to build on children's learning at home.
- Overall, staff interact appropriately with children to help develop their communication and language skills. For example, they repeat words back to children in both their home language and English to extend their vocabulary. In addition, they sometimes use Makaton signs during singing sessions. Staff also use pictures to support toddlers' and older children's understanding of routines. However, there are times when staff speak too rapidly and in quick succession, which does not allow children time to think about what has been said and give their answer.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of their responsibilities to keep children safe. Any issues identified are appropriately recorded and passed on to the relevant authorities to ensure children's safety and welfare are protected. Staff undertake regular training and have regular in-house discussions about the possible signs and symptoms that might indicate that a child is at risk. This helps to ensure that their knowledge remains current and up to date in safeguarding children. Thorough risk assessments of the environment are completed to ensure that all areas that children access are safe and suitable.

What does the setting need to do to improve?

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

	Due date
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<p>monitor staff practice more consistently to ensure that staff implement the curriculum effectively to enable every child to make the best progress possible</p>	<p>04/10/2021</p>
<p>ensure that communication between staff is effective in supporting a smooth transition for children when moving from the toddler room to the pre-school room, in order to support planning for children's individual needs from the start.</p>	<p>04/10/2021</p>

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

- explore more ways to successfully involve parents actively in continuing their children's learning at home
- give all children time to think and respond to questions asked of them to develop and extend their communication and language skills
- provide further opportunities for children that strengthen their understanding of diversity and differences between themselves and others in their local community and the wider world.

Setting details

Unique reference number	EY556300
Local authority	Leicester
Inspection number	10112111
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	Bushra Daycare Ltd
Registered person unique reference number	RP556299
Telephone number	0116 2222 629
Date of previous inspection	20 May 2019

Information about this early years setting

Bushra Daycare registered in 2017 and is situated in Leicester. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications: three are qualified at level 3 and three at 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.

Information about this inspection

Inspector

Alexandra Brouder

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 reviewed documentation, including accident forms and medication forms, in order to gain an insight into the running of the setting.
- The manager and inspector conducted a learning walk to discuss the curriculum and how it is implemented.
- The inspector observed children indoors and outdoors. She spoke to children and staff at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a short meeting with the manager and provider.

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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