

Inspection of Huddersfield Community Nursery (Al-Nasiha)

Clare Hill Centre, Clare Hill, Huddersfield HD1 5BS

Inspection date: 3 February 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses in safeguarding practice that compromise children's welfare. For example, the manager, who is also the designated person for safeguarding in the setting, and staff do not implement the child protection procedures to ensure children are protected from risk of harm. Staff have a weak knowledge and understanding of the signs and symptoms of abuse. They do not recognise and respond promptly to concerns about children's welfare when they arise, and do not know the procedures to follow in the event an allegation being made against a member of staff. This significantly compromises children's safety and leaves them at risk of harm.

The arrangements for settling children into the setting are poor. For example, not all children are assigned a key person when they first start at the setting. The manager does not provide all parents with information about changes to staff or the names of their child's key person. As a result, some children and their families do not have a familiar person who they can begin to build a relationship with. Furthermore, the manager does not implement the setting's procedures for gathering key information about children from their parents before they first start. This means staff do not have the information that they need to ensure children's individual care, learning and emotional needs are met. This has the potential to put children at risk if staff miss essential information about a child's individual care needs.

The poor curriculum means children do not receive an acceptable quality of education. The manager does not ensure the educational programmes provide children with broad and challenging opportunities to learn. Staff fail to provide children with suitable support to enhance their learning. For example, children access activities with little support and interaction from adults. The most experienced staff work hard to move between activities and engage with children. However, they lack support from other colleagues. This means children do not have suitably challenging experiences that help to develop their knowledge and skills.

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

- The manager does not complete robust recruitment and vetting checks to ensure that all adults working with children are suitable. For example, the manager has not obtained the necessary identity checks or the enhanced Disclosure and Barring Service check for all adults working with children, including the additional checks required for those who have worked abroad. This does not help to ensure the safety and welfare of children.
- Staff do not receive the level of support, coaching and training that they need to

develop the knowledge and skills required for their role. For example, the manager does not provide all staff with induction training to help them understand their roles and responsibilities. She does not ensure the deputy manager has a clear understanding of all aspects of their role before leaving them to deputise in her absence. This significantly compromises children's safety.

- The manager does not ensure that staffing arrangements meet the individual needs of all children, including those with special educational needs and/or disabilities (SEND). Although ratios are met, staff do not do enough to ensure children receive quality learning experiences. Additional funding is not used effectively to ensure that children receive the individual support that they need in their learning. This has a negative impact of the level of progress children make.
- The range of activities and learning experiences on offer for children are poor. Staff do not plan an engaging and stimulating environment that helps to capture children's interests and keep them motivated to learn. The activities and resources provided are mundane and do not provide children with age-appropriate opportunities to develop their literacy, mathematical and creative skills.
- Staff do not always recognise ways to adapt what they are doing to include all children during adult-led activities. For example, some staff direct questions and give more attention to children who are confident communicators while reading stories. As a result, children who are less confident in communicating do not get the same level of opportunities to develop their vocabulary and language skills.
- The manager and staff do not remain vigilant and aware of what children are doing during play. For example, staff fail to recognise when children lose focus and disengage from activities. This results in some children lashing out and becoming fractious with their peers. Staff do not always recognise or respond to these instances to help manage and reinforce the expectations of children's behaviour. This has a negative impact on children's emotional well-being.
- Children and staff follow good hygiene practices at mealtimes. However, the manager does not take account of current guidance to ensure the necessary steps are taken to help minimise or stop the spread of infection, particularly where there has been an outbreak of COVID-19 within the setting. This is a breach of the requirements and puts the health of children, families and staff at significant risk.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure that all staff are clear on the procedures to follow in the event they are concerned about children's welfare. Staff demonstrate a weak knowledge and understanding of how to identify the signs that indicate a child might be at risk. This means that they cannot take the necessary steps to help protect children from harm. Staff complete daily checks of the areas children access. However, the manager does not take prompt action when staff raise their

concerns about the broken safety gate at the top of the stairs. This poses a significant risk to children as they have easy access to the gate while playing and moving between rooms. This does not help to safeguard children or protect them from risk of harm.

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
implement the setting's child protection policies and procedures in practice to safeguard children	15/02/2022
provide all staff, including the manager and deputy manager, who are the designated persons for safeguarding in the setting, with safeguarding training to ensure that they understand how to identify and respond to child protection concerns	15/02/2022
take steps to obtain an enhanced Disclosure and Barring Service check for all adults working with children, including the additional checks required for those who have worked abroad	15/02/2022
implement robust recruitment and vetting checks for all adults working with children, and keep a record of the qualification and identity checks completed	15/02/2022
implement an effective key-person system to ensure children's individual care and learning needs are met from their starting points	15/02/2022
implement effective risk assessments to ensure all areas of the premises children access are safe and suitable	15/02/2022

take account of current guidance and ensure the necessary steps are taken to help minimise or stop the spread of infection	15/02/2022
provide all staff with the support, coaching and training that they need to develop the level of knowledge and skills required for their roles and responsibilities	15/02/2022
ensure accurate and sufficiently detailed records are kept for each child and made available to all those who require access to them, including the name and date of birth of the child, the name and address of every parent/carer who is known to the provider, information about those with parental responsibilities, who the child normally lives with, and any emergency contact information	15/02/2022
provide parents with information about changes to staffing in the setting, including the names of their child's key person.	15/02/2022

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

	Due date
implement an ambitious curriculum that helps to build on what children already know and can do, in order for them to make good progress	17/02/2022
complete observations and assessments of children's achievements, to plan and implement engaging and stimulating learning experiences that challenge their thinking	17/02/2022
ensure staffing arrangements meet the individual learning needs of all children, particularly those with SEND	17/02/2022

use additional funding to help target any gaps in children's development and ensure that their individual learning needs are met	17/02/2022
ensure that all staff know how to manage children's behaviour effectively and do so in a timely manner.	17/02/2022

Setting details

Unique reference number	EY389595
Local authority	Kirklees
Inspection number	10214027
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	23
Number of children on roll	24
Name of registered person	Al-Nasiha Preparatory School Ltd.
Registered person unique reference number	RP528793
Telephone number	07747 042 189
Date of previous inspection	28 September 2016

Information about this early years setting

Huddersfield Community Nursery (Al-Nasiha) registered in 2009. It opens Monday to Friday during term time only. Sessions are from 9am until 4pm. Three members of childcare staff are employed at the nursery. Of these, the manager holds a level 6 qualification and two hold appropriate early years qualifications at level 3. The nursery provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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