

Inspection of Little Hamza's Nursery

197 Claremont Road, Manchester, Lancashire M14 4JF

Inspection date: 7 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children in this setting are confident explorers. They show curiosity and interest in their environment and the activities provided from them. The curriculum is designed to meet their individual needs. For example, when a child feels compelled to make marks on wooden surfaces, small pieces of laminate are provided to recreate this feeling. This leads to all children making good progress in their learning.

The setting is striving to be sustainable and children enjoy learning about this approach. Children know that their organic milk is delivered in glass bottles and that these can be reused. Younger children learn that food waste goes in the recycling bin. In pre-school, children learn that this food then goes in the composting bin outside. They use this compost to grow their own food. These activities help children to understand the concepts of sustainability from a young age.

Consistent routines and high expectations lead to positive behaviour. For example when it is time to go inside staff sing the 'hands on shoulders' song. The children respond straight away, singing along enthusiastically as they line up. Children have excellent relationships with staff members. Babies cuddle their key person as they read stories together. Pre-school children excitedly collect rocks in the garden. They cannot wait to share their discoveries with their teacher. These relationships contribute to children feeling happy and safe in the setting.

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

- The setting provides a curriculum that builds on what children already know and can do. Children make progress as they move between rooms. For example, adults teach toddlers how to wash their hands, so that when they get to pre-school they are able to wash their hands on their own. This means that children are always challenged to develop their knowledge and skills further.
- Staff regularly assess children to check on the progress they have made. Staff know their key children very well. Assessments are completed as a 'narrative' and build a picture of each child. This means that the next steps planned for children meet their needs, taking into account their individuality and uniqueness.
- Children who speak English as an additional language are well supported. A large visual timetable at children's eye level and speaking in children's home languages help them to settle. High-quality interactions support language development. As a result, children's English is always improving.
- Children with special educational needs and/or disabilities (SEND) are identified quickly. Support is put in place with advice from external agencies. Regular assessments help staff to plan next steps, which pinpoint exactly what children

need to learn next. This means that children with SEND make good progress. The setting works in collaboration with schools and the local authority to make sure support will be available when children move on from the setting.

- Children have lots of opportunities to be independent. For example, pre-school children prepare their own snack, skilfully cutting up fruit to share with their friends. They pour their own drinks and tidy up when snack time is finished. This gives children a sense of pride and encourages them to work as a team.
- The manager takes pride in her well-qualified team. High priority is given to staff training. Staff continually update their knowledge so that teaching and learning strategies are up to date. Additional funding is targeted towards ensuring that children have access to highly qualified staff members. This supports these children to make good progress from their starting points.
- Leaders act with integrity to ensure the setting continually develops. The setting eagerly follows advice given by the local authority adviser, such as implementing children serving themselves at lunchtime. This means that outcomes for children are always improving.
- Parents welcome the information they receive through an online application. They feel confident leaving their children at the setting. However, some parents do not know who their child's key person is. This means that parents do not always build relationships that encourage them to communicate with the setting.
- Staff collect lots of relevant information about children when they start at the setting. This includes how much screen time children have at home. However, information is not shared with parents about how to keep children safe online. As children do not use the internet at the setting, staff do not teach children to use it safely. This means that children may be vulnerable to online dangers elsewhere.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge and attend training to make sure their knowledge is complete. A culture of safeguarding is present. All staff know what to do if they have concerns. The rooms provide a safe environment for children to explore. Children with allergies are kept safe. Appropriate meals are prepared by the nursery cook and all staff are aware of allergies. Staff are vigilant about supervising mealtimes in order to prevent any allergic reactions. Robust recruitment processes mean that only suitable candidates are considered. Staff reconfirm their suitability during regular supervision meetings, ensuring the ongoing suitability of adults working with children.

What does the setting need to do to improve?

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

- strengthen relationships with parents by making sure they know who their child's key person is
- provide information for parents about how to keep children safe online.

Setting details

Unique reference number	2517392
Local authority	Manchester
Inspection number	10206186
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	90
Number of children on roll	59
Name of registered person	Little Hamza's Nursery Limited
Registered person unique reference number	2517391
Telephone number	07791208077
Date of previous inspection	Not applicable

Information about this early years setting

Little Hamza's Nursery registered in 2019 and is based in Manchester. The setting operates Monday to Friday during term time only. Sessions are from 9am until 3pm. The nursery employs eight members of childcare staff. Of these, two hold qualified teacher status at level 7, one staff member holds a childcare qualification at level 6 and three hold a level 3 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

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 manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The deputy manager, manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several 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.

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