

Inspection of Huddersfield Community Nursery (Al-Nasiha)

Clare Hill Centre, Clare Hill, Huddersfield HD1 5BS

Inspection date: 29 April 2022

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

What is it like to attend this early years setting?

The provision is inadequate

There continues to be significant weaknesses in safeguarding practice that compromise children's welfare. For example, the manager, who is also the setting's designated safeguarding lead, and staff do not know how to identify and respond to concerns about children's welfare. They fail to take prompt action to share concerns about children with the relevant agencies, where required. This significantly compromises children's safety and leaves them at risk of harm.

The arrangements for allocating children a key person continue to be poor. For example, some children and their parents are not introduced to the key person when they first start at the setting or when they are assigned a new key person. This means that some children and their families do not have the opportunity to build a relationship with a familiar person. Furthermore, although the provider has taken steps to gather key information about a child before they first start at the setting, this information is not shared with the child's key person. As a result, staff do not know their key children well enough to ensure that their individual care and learning needs can be consistently met. This has the potential to compromise children's health, safety and well-being if staff miss key information about their individual care needs.

There continues to be a significant weakness in the implementation of the setting's curriculum. As a result, children do not receive an acceptable quality of education, overall. The manager does not ensure that all children have access to educational programmes that cover all areas of learning. For example, the provision for outdoor learning is narrow and focuses on developing children's physical skills. This limits children's learning, particularly for those who only attend the setting for afternoon sessions where they usually play outdoors for the whole session. Children frequently walk aimlessly around the outdoor area. They become increasingly bored and upset as staff fail to interact and engage children in meaningful play.

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

- The arrangements for the supervision of staff are poor. The manager does not provide all staff with the level of support, coaching and training to help them understand their roles and responsibilities. For example, the manager still does not provide the newest members of staff with induction training. The deputy manager continues to have a weak understanding of how to safeguard and protect children from harm in the manager's absence. This significantly compromises children's safety.
- The quality of education is variable. The manager has not identified ways to address the previous weaknesses identified in staff's practice, to help ensure children receive good-quality learning opportunities. As a result, staff do not

provide children with suitably challenging experiences that help to develop their knowledge and skills. They do not consistently implement the setting's curriculum plans effectively in practice. Children do not make good rates of progress.

- Staff do not effectively recognise ways to include all children in adult-led activities. For example, staff direct their questions, interact and engage with children who are more confident communicators, particularly during story time and creative play activities. This means that children who are less confident communicators do not have the same opportunities to develop their creative skills and vocabulary.
- Staff plan activities for children to develop their mathematical skills indoors. However, they do not engage with children while accessing the resources and activities provided to help enrich their learning. Furthermore, staff do not provide children with opportunities to develop their mathematical skills outdoors.
- The manager does not ensure that children's individual learning plans are consistently implemented in practice, particularly for those who require additional support or who have special educational needs and/or disabilities. Additional funding is not used to help target gaps in children's development. As a result, children do not make the level of progress of which they are capable.
- The manager and staff do not complete robust risk assessments to help identify and minimise risks to children's safety. For example, they have failed to take prompt action to address risks in the outdoor area. As a result, children frequently play underneath a shed with a broken roof, which has loose pieces of wood with rusty nails exposed and debris hanging from the roof. This poses a significant risk to children while playing outdoors.
- Children and staff follow good hygiene practices at mealtimes. They enjoy helping to set the table for snack and share plates and crockery with their friends. Children are proud and motivated by staff, who praise them for their good behaviour, sharing and turn taking.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff do not have a clear understanding of how to implement the setting's safeguarding policy and procedure in practice. They do not access child protection training to help keep their knowledge and understanding of safeguarding matters up to date. As a result, the manager and staff fail to take prompt action when concerns arise about a child. Furthermore, the manager and staff do not keep accurate and sufficiently detailed written records of their concerns about children's welfare. For example, records used to record marks and injuries children arrive to the setting with lack rigour. This does not help the manager to identify emerging patterns that might alert them to concerns about a child's welfare. This leaves children vulnerable and at 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	25/05/2022
provide all staff, including the manager and deputy manager, who are the designated safeguarding leads, with safeguarding training to ensure that they understand how to identify and respond to child protection concerns	25/05/2022
ensure accurate and sufficiently detailed records are kept for each child in your care	25/05/2022
implement effective risk assessments to ensure all areas of the premises children access are safe and suitable	25/05/2022
implement an effective key-person system to ensure children's individual care and learning needs are consistently met	25/05/2022
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.	25/05/2022

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

	Due date
implement an ambitious curriculum that helps to target any gaps in children's development and builds on what they already know and can do, in order for them to make good levels of progress	25/05/2022

provide children with stimulating and interesting opportunities to learn outdoors that help to challenge their thinking and build on their knowledge and skills	25/05/2022
use additional funding to help target any gaps in children's development and ensure that their individual learning needs are met.	25/05/2022

Setting details

Unique reference number	EY389595
Local authority	Kirklees
Inspection number	10230985
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 4
Total number of places	23
Number of children on roll	27
Name of registered person	Al-Nasiha Preparatory School Ltd.
Registered person unique reference number	RP528793
Telephone number	07747 042 189
Date of previous inspection	3 February 2022

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

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager completed a learning walk with the inspector to discuss the curriculum and how this is implemented.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching and learning.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector had discussions with children and staff during the inspection and took account of their views.
- The inspector reviewed relevant documentation and evidence of the suitability of staff.

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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