

# Inspection of Fatiha Nursery

65 Parkhurst Road, London, Middlesex N7 0LP

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Inspection date: 11 May 2022

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

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

### **The provision is good**

Children are happy, safe and motivated to learn in this family-orientated nursery. Their attachments with staff are nurturing and secure. Staff know children very well. Children excitedly explore the well-organised environment, choosing the activities and resources which they are interested in. They demonstrate good concentration skills. Staff have high expectations of children and support them to become increasingly independent. For example, children put on their own coats when it starts to rain and wash their hands before eating. Children are well behaved. They understand and follow the nursery routines, responding to instructions appropriately. Children are kind and considerate to each other. For example, when younger children have difficulties fastening their coats, older children help them.

Staff support children's communication skills well. Children who speak English as an additional language are encouraged to speak their home language, and staff use words and phrases to encourage them. This helps children to communicate and express themselves as they begin to learn new words in English. Staff give children's physical development a priority. In the outdoor area, children have lots of opportunities to practise their physical skills. Staff encourage children to work as a team. Children play football together and combine their large-physical skills to push the playhouse from one end of the playground to the other.

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

- Managers and staff have a clear intent for the curriculum. They ensure that it is implemented across the nursery. Staff closely consider children's individual needs and interests when planning activities. This supports children's learning and helps them to make good progress.
- Managers understand the importance of staff training and professional development. Regular staff supervision meetings are organised, where staff's teaching practice and well-being are discussed. Managers provide staff with regular training to extend and develop their teaching practice. Staff are very highly valued. They report that they feel supported, both professionally and personally, by their managers.
- Staff develop children's communication and language well. They spend lots of time talking to children. Staff introduce new words and model their usage, correcting children when necessary. Songs and rhymes are used to develop children's understanding of common words and language patterns. For example, when it is time to go inside, staff sing a song to get children's attention.
- Children are curious learners. They show delight as they explore the nursery environment. Resources capture most of the children's interests, allowing staff to build on and extend their knowledge. However, older children sometimes lose

focus, as staff provide resources which are not challenging enough for them. Also, staff do not always extend and deepen older children's learning.

- Support for children with special educational needs and/or disabilities is very effective. Staff identify issues early on and work closely with parents and other professionals. They develop targeted support plans to support children's learning and development.
- Staff understand the importance of children maintaining a healthy lifestyle. They work with parents to ensure that they provide a healthy lunchbox for their child. Children enjoy regular snacks of fruit and vegetables throughout the day. Staff promote good oral hygiene with children.
- Children are taught about the differences between themselves and what makes them unique. Cultural diversity is celebrated. For example, staff provide 'family international days' to help children to find out about their friends' beliefs and cultural traditions. Staff challenge gender stereotypes, and girls and boys are encouraged to play with all of the resources on offer, regardless of their gender.
- Staff prepare older children for their transition to school. Children are encouraged to be independent in their self-care, and learn how to dress themselves and pour their own drinks. Staff teach children how to play cooperatively with others and to be confident in new situations.
- Staff work hard to develop and maintain positive relationships with parents. Parents report how well staff know their children. They comment how happy they are with the care and education which their children receive. Parents receive daily feedback about their child's learning and experiences at nursery during handover sessions. Staff use an online system effectively to support children's learning and development at home.

## Safeguarding

The arrangements for safeguarding are effective.

The management and staff team attend regular safeguarding training to keep their knowledge up to date. They understand the possible signs and symptoms that might indicate a child is at risk from harm. Staff discuss safeguarding concerns in weekly staff meetings and supervision sessions. Staff have completed training about the 'Prevent' duty and female genital mutilation, and hold paediatric first-aid qualifications. Recruitment of staff is robust and the manager checks their ongoing suitability. Staff carry out regular risk assessments and take appropriate action to ensure children's safety at all times.

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

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

- challenge older children further, and support staff to recognise how to further extend and deepen older children's learning.

## Setting details

<b>Unique reference number</b>	2515642
<b>Local authority</b>	Islington
<b>Inspection number</b>	10207900
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Fatiha Nurseries Ltd
<b>Registered person unique reference number</b>	2515641
<b>Telephone number</b>	02034174290
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Fatiha Nursery registered in 2019. It is situated in Tuffnell Park in the London Borough of Islington. The nursery is open from 9am every weekday. It closes at 4.30pm on Monday and Tuesday, 4.15pm on Wednesday and Thursday, and midday on Friday. The nursery is open for 42 weeks of the year. There are 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 6 and three hold qualifications at level 2 and above. The nursery follows an Islamic ethos. It provides early funded education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Paul Church

## Inspection activities

- This was the first routine inspection the setting 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 spoke to the inspector about their intentions for children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- 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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