

Inspection of Bushra Daycare

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

Inspection date: 4 July 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 Requires improvement

What is it like to attend this early years setting?

The provision is good

When children arrive, they are eager to see what toys and activities are available to them, and they happily say goodbye to their parents. Children show a clear sense of well-being and belonging at nursery, and they behave well. They enjoy being with the staff as they play together. For example, children pretend to be doctors and staff are willing to be the patients. Children wrap the staff in bandages and stick plasters on them 'Because they are poorly' and to 'Make them better'. All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, are treated with care and respect by the staff. This promotes children's emotional well-being and contributes to the positive relationships between the children and staff.

Recent changes to the curriculum and planning has had a positive impact on children's learning. Staff keep children's interests at the heart of the planning. Overall, they use opportunities that arise to extend children's learning and build on what they already know. For example, when children are curious about a box of toy animals, staff include compost, cereal, and artificial grass with the animals in a tray to enhance children's sensory experience, as well as following their interest in the animals.

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

- Since the last inspection, the manager and staff team have taken positive steps to address the actions set and make improvements at the nursery. The manager values the staff as individuals. She helps them improve their confidence as practitioners and their knowledge about how to implement the curriculum for the children. The manager provides staff with focused support through effective role modelling as well as through observations and discussions about their practice. This supportive approach is effective in helping staff reflect on their interactions with children and has a positive impact on how staff teach children as they play with them.
- Overall, staff are encouraging and interact positively with children as they play. They help children to think about what they are doing, and they are mostly successful in adapting activities for children with SEND. However, on occasion staff do not fully support children to develop their speaking skills, as they ask lots of questions of children. Also, sometimes, staff do not fully help children with SEND to understand what is expected of them during activities and the daily routine.
- Children are confident to choose what they want to do and to approach staff for help and reassurance as they need it. Overall, children are familiar with the daily routines at nursery. For example, they help tidy away, putting toys in boxes and then back on the shelf. When children come inside after outdoor play, they know

to go to the sink to wash their hands before snack time. However, at times during the day, staff follow the routines without giving thought to what children are doing at the time and this interrupts children's learning. Staff call children away from activities they are fully engaged in without giving them time to finish what they are doing.

- Staff work effectively with parents from when children first start attending, and parents speak positively about their and their child's experiences at nursery. Staff find out about the experiences children have at home and consider how they can widen the experiences children have. For example, children who have fewer opportunities at home to develop and practise their large physical skills have opportunities to use climbing equipment in the local park and staff help them learn how to independently climb the stairs at nursery.
- Children's behaviour is good. They are learning to share and they make friendships with one another. Staff are positive role models for children, they have a consistent approach and give children lots of praise and encouragement. Children listen to staff when they remind them to be careful and be kind to their friends. Staff encourage children to be independent. Children know they can select toys from the low-level shelves. They hang their own coats and bags on their pegs, serve food for themselves and pour their own drinks at snack time.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a suitable understanding of how to keep children safe and promote their welfare. Staff have training in safeguarding and this results in them being able to recognise signs and symptoms of abuse. Staff speak confidently about the nursery policy for recording and reporting concerns and they know about the whistle-blowing procedures. Risk assessments are effective in keeping children safe. Staff supervise children well as they play, and checks are made on the outside play area each day before children use it. Management has suitable recruitment arrangements in place to ensure that suitable staff are employed and checks are made on staff's ongoing suitability.

What does the setting need to do to improve?

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

- enhance how staff interact with children to ensure that they fully support children's developing communication and language skills and that they meet the individual needs of children with SEND
- improve the organisation of the daily routines to ensure that children's learning and engagement in their play is not interrupted.

Setting details

Unique reference number	EY556300
Local authority	Leicester
Inspection number	10209308
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	56
Name of registered person	Bushra Daycare Ltd
Registered person unique reference number	RP556299
Telephone number	0116 2222 629
Date of previous inspection	13 September 2021

Information about this early years setting

Bushra Daycare registered in 2018 and is managed by a limited company. It is situated in the Beaumont Leys area of Leicester. The nursery employs nine members of childcare staff. Of these, six hold early years qualifications at level 2 and 3. The nursery opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Eastwell

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 provision.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The manager and inspector completed a learning walk together.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022