

Inspection of Salma Daycare 2

40 Malabar Road, Leicester LE1 2PD

Inspection date:

6 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Overall, children arrive at the setting happy to see staff and their friends. Staff warmly greet each child by name and remain close by to support children as they play. Toddlers enjoy comforting cuddles with staff when they are new to the setting. This reassures toddlers and helps them to settle quickly.

Toddlers show a positive attitude towards learning. They thoroughly enjoy singing nursery rhymes and confidently use musical instruments as they dance and move. However, there are inconsistencies in the quality of teaching. Staff in the pre-school room do not have the skills they need to help children learn. The management team is not doing enough to raise the quality of teaching, which impacts on the progress children make.

Despite this, pre-school children use their imagination as they investigate dinosaurs. They explore capacity, as they fill and empty sand into pots. Toddlers spend a long time experimenting with play dough. They persevere as they solve problems, such as helping staff to remove play dough from a mould when they say 'I can't do it, but I think you can help me'. Toddlers develop their small-hand muscles as they use brushes to paint. This prepares them well for later writing.

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

- The provider has made some progress since the last inspection, and positive steps have been taken toward addressing the identified weaknesses. A new manager is now in post, and a change of staff has taken place. Some aspects of teaching have improved, such as staff are now more aware of what they want individual children to learn. Toddlers are well supported and benefit from a range of stimulating activities. However, most of the current staff are very new, and while teaching in the toddler room is good overall, teaching in the pre-school room still needs to improve.
- The management team carry out supervisions with staff and observe their practice. This has enabled them to identify weaknesses in teaching, particularly in the pre-school room. An action plan is in place to address these weaknesses. However, steps have not yet been taken to address the issue or improve this weaker area of teaching. This results in older children struggling to engage and not being able to find activities which interest and challenge them.
- Children generally behave well and develop good social skills. They confidently follow staff instructions. For example, toddlers hold on to the walking rope when out and about on a walk with staff. Pre-school children politely ask their friends, 'please can I play with it now?'
- Staff place a strong emphasis on finding out about children's individual cultures and celebrating their differences. This helps children to learn about what makes

them unique and to know that their traditions and heritages are valued. Equally, this supports children to learn about different people and communities.

- Children learn ways to keep themselves healthy. They independently blow their own nose and understand to put their tissue in the bin. Children go for daily walks outside to get physical exercise and fresh air. Staff encourage children to look at different things they see in the environment. The children are warmly greeted by local residents who stop and listen as the children sing a song to them.
- There is a strong emphasis on getting to know children from the very start. Parents visit the setting alongside their children. They share their individual children's interests and what they can already do. Children begin with short settling-in sessions that build up to longer stays. This contributes to children developing a sense of emotional security and slowly having a sense of belonging.
- Staff promote communication and language well. All children who attend speak English as an additional language. Staff learn and use words in several of the children's home languages. They use these words to help children to learn new words in English. They model naming vocabulary and use sounds and pictures to explain what words mean. As a result, children make good progress in their speaking skills.
- Parents receive a regular newsletter. This includes up-to-date information on internet safety and changes the setting plans to introduce, such as oral hygiene routines. Since the last inspection a 'home-learning book' has been created for parents. This includes information regarding children's individual next steps, ideas for learning at home, healthy recipes and familiar rhymes to sing with children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of safeguarding. They are aware of the possible signs and symptoms of abuse. Staff know the correct reporting procedures should they have a concern about the welfare of children. The provider has appropriate arrangements for recruiting new staff and to check the ongoing suitability of existing staff. Staff complete paediatric first-aid training, to ensure they know how to respond to children's minor injuries. The supervision of children is effective, including when they are on outings. For example, staff ensure that children learn to walk safely when near busy roads. They promote their listening skills at all times to keep children safe.

What does the setting need to do to improve?

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

	Due date
improve the quality of teaching in the pre-school room to ensure children's individual needs are supported, they are offered appropriate challenge, and their interests are reflected to help them make at least good progress	08/12/2022
implement effective arrangements to provide staff support, coaching and training to promote consistently good teaching and learning.	08/12/2022

Setting details

Unique reference number	EY473290
Local authority	Leicester
Inspection number	10208956
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	2 to 4
Total number of places	56
Number of children on roll	30
Name of registered person	Salma Daycare Limited
Registered person unique reference number	RP530318
Telephone number	0116 262 2042
Date of previous inspection	13 September 2021

Information about this early years setting

Salma Daycare 2 registered in 2014 and is located in Leicester. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, term time only. 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
Sharon Alleary

Inspection activities

- The manager, nursery mentor and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- 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 together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the daycare.
- The inspector spoke to parents and took account of feedback offered.

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