

Inspection of Pehla Qadam Childcare

410-412, Radford Road, Nottingham NG7 7NP

Inspection date:

25 August 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. This is because those working with children have a poor knowledge and understanding of the early years foundation stage. As a result, staff are not always able to safeguard children from harm. Furthermore, children are exposed to hazards in the setting that have an impact on their safety and well-being.

Children are offered a poorly designed curriculum. They are not provided with exciting activities or appropriate experiences that support them to make progress in all areas of learning. This is because staff lack knowledge and understanding of child development. Therefore, staff's teaching lacks clear focus in what they want children to learn. For example, staff read stories that are too complex for younger children to understand. Young children lose focus and concentration and fidget, preferring to play with cushions. Children's communication and language development is not encouraged. Staff do not make the most of their engagement and interactions with children. When young children join in with a play dough activity, staff focus more on talking with older and more articulate children.

That said, children arrive happily to this setting and are warmly welcomed in by the staff. Children develop relationships with staff and approach them for comfort and reassurance.

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

- The provider has not ensured that staff's safeguarding knowledge and understanding are up to date. This means that staff are not equipped to keep children safe from harm. The designated safeguarding lead (DSL) is not always available to support staff if they have safeguarding concerns. Some staff, including the DSL, have a poor understanding of what to do if they have concerns about other members of staff and who to report concerns to in line with local procedures.
- Children's safety is not assured because staff do not take action to identify risks and reduce hazards. The provider does not ensure that staff follow effective procedures for risk assessments. Children have access to large windows on the ground floor of the setting which open directly onto a busy road. Staff report that the manager has been notified of additional hazards in the setting, such as broken radiator covers with exposed hot pipes. Until the time of the inspection, the manager had not taken effective action to minimise the risk to children.
- The provider has not ensured that when the manager is absent from the setting there is a named deputy who has received appropriate training to fulfil their responsibilities. In addition, the management team have failed to notify Ofsted of changes, such as the opening hours.

- Overall, staff interactions with children are weak. Staff do not plan activities to cover all areas of learning and lack a clear understanding of child development. The manager completes supervisions with the staff regularly, however, these meetings are ineffective, as they do not identify or address weaknesses in staff's practice and teaching.
- The provider does not make sure that there is a clear curriculum in the nursery. Children do not always gain the skills they need for their future learning because staff are unable to provide activities with a clear learning intention. As a result, children do not receive high-quality education.
- Children benefit from daily outdoor experiences in the enclosed garden area and enjoy sensory activities, such as play dough and paint.
- Children's communication and language skills are not well supported in the setting. At times, background music prevents children from hearing well and hampers their attempts to talk. Staff use storytelling to promote communication and language. However, young children are not all making adequate progress with their speech development, as staff communicate more with older and most-able children.
- Staff do not manage children's behaviour consistently. At times, older children are not encouraged to be good role models to the younger children, and do not demonstrate that they know the rules and boundaries at the setting. As a result, young children learn that behaviour, such as tipping toys onto the floor is acceptable, as this goes unchallenged.
- On the whole, parents comment positively on the setting and how friendly the staff are towards their children.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not provide any safeguarding training or identify gaps in staff's knowledge. Therefore, staff have poor knowledge of the possible signs of abuse or neglect, which may indicate a child is at risk of harm. Staff do not understand how to report any safeguarding concerns regarding children or allegations against staff. Staff are unaware of some safeguarding issues, such as the 'Prevent' duty, and are unable to identify children who may be at risk of being drawn into radicalisation and extremism. This compromises children's welfare. Risk assessments are ineffective at the setting and the provider does not minimise identified risks. This compromises the safety of the children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure all staff, including the designated safeguarding lead, have a clear understanding of; the signs of abuse and neglect; the procedures to follow if they have any concerns about a child and know how to follow the procedures should an allegation be made against a member of staff	08/09/2022
ensure all staff, including the designated safeguarding lead, have secure knowledge and understanding of statutory guidance, such as the 'Prevent' duty	08/09/2022
ensure that the designated safeguarding lead understands their role and responsibility to train all staff in safeguarding knowledge, and be available should staff need support and guidance to protect children from harm	08/09/2022
ensure risk assessments are effective, so that all hazards to children's health and safety are identified and prompt action is taken to remove or minimise risks	08/09/2022
implement a clear management structure to ensure that in the absence of the manager, there is a named deputy who understands their roles and responsibilities and is capable to take charge of the setting	08/09/2022
provide staff with training, support and coaching to; raise the quality of teaching; improve their understanding of child development; increase the effectiveness of assessment; provide children with high-quality educational experiences and effectively manage children's behaviour	22/09/2022

implement a curriculum that clearly identifies the intentions for children's learning, so children are offered appropriately challenging and engaging activities and experiences	22/09/2022
train all staff to help them to understand how to support children's communication and language development.	22/09/2022

Setting details

Unique reference number	EY479043
Local authority	Nottingham
Inspection number	10219835
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 11
Total number of places	69
Number of children on roll	45
Name of registered person	Khan, Shazia
Registered person unique reference number	RP903202
Telephone number	07538223646
Date of previous inspection	30 August 2016

Information about this early years setting

Pehla Qadam Childcare registered in 2014 and is located in Nottingham. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The setting receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- A member of staff and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the interactions between staff and children. Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with a member of staff.
- A member of staff showed the inspector documentation to demonstrate 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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