

Inspection of LIA Gems

Leicester Islamic Academy, 320 London Road, LEICESTER LE2 2PJ

Inspection date: 29 November 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

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 sleep in equipment that is not appropriate for their age and size. For example, toddlers are put down for a sleep in baby bouncers and bounced to sleep. This is not safe. There is a risk of children tipping over in the bouncer and being injured. In addition, this does not promote children's physical development. Leaders and managers have not identified this as a risk. They have not ensured safe and appropriate sleeping arrangements are available for children of all ages.

Babies' speech is not progressing as well as it could because staff do not expose children to new words and speech sounds within everyday interactions. However, in the toddler room, staff frequently introduce children to new language. For example, staff sit with children in the pretend supermarket and they name the items. Children practise and try to repeat back what is said. In the pre-school room, children are encouraged by staff to have conversations when they eat their snacks and lunch. Behavioural expectations are not consistent across the nursery. Staff have appropriate expectations of toddlers and pre-school children, however, younger children are not supported enough to understand what is expected of them. That said, children come into the nursery happily and have formed relationships with their key people.

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

- Sleeping arrangements are not appropriate for the age of the children, which puts them at risk of injury. Younger children's physical development is not promoted. For example, children who are between the age of one and two years are placed in baby bouncers to sleep. They are left in the bouncers for the duration of their sleep in physically inappropriate positions, for up to one-and-a-half hours. Babies do, however, access some physical experiences to develop their muscles and movement, for example, they can pull themselves up onto low level furniture, climb across soft-play areas and push walkers across the room. Toddlers and pre-school children climb outside, ride bicycles and run around with one another.
- Leaders, managers and staff undertake some risk assessments. For example, they make sure learning environments are safe. However, they have not effectively risk assessed the safety of sleeping equipment for different ages of children.
- Interactions with children are not consistent across the nursery. As a result, babies are not exposed to new knowledge. For instance, when pre-school children sweep the floor with staff, staff talk to the children about why they are keeping the sand off the floor. This helps children to gain knowledge about keeping safe. Staff who work with toddlers regularly introduce new ideas into children's play. Babies do not have the same level of interaction from staff.

- Toddlers and pre-school children behave well and understand expectations for their behaviour. For example, in the garden, when staff say it is time to go inside, toddlers line up along the fence. In the pre-school room, when children hear the tambourine being shaken, they stop and begin to tidy up. However, staff do not help babies to understand expectations for behaviour. For example, when they push other children over, lean on them and lie across younger children, staff say 'no' rather than explaining to children what is expected and how the other children might feel.
- Toddlers and pre-school children's communication is promoted well, for example, staff model speech, repeat words, sing and talk to children frequently. However, support for children's very early communication is not yet good enough. For example, when babies explore items independently, they say, 'wow,' in amazement, but then place the item back down because staff do not respond, name or offer children language about the items they play with.
- Children are supported to develop skills towards independence. Toddlers use spoons to feed themselves with yoghurt and request more when they finish. Pre-school children serve themselves using large utensils. Babies are beginning to develop skills of independence. However, this is incidental as staff do not promote new independence skills. For example, after mealtimes, children's faces are wiped by staff, but children are not given the opportunity to try to do this for themselves.
- Parents and carers say that they are happy with the nursery. Parents add that they receive information about what their children have been doing through the day. They are also given ideas for things to practise at home with their children, for example, making different animal sounds at home with younger children.
- Staff feel well supported and say that they can speak to managers openly. Managers have supervisions in place to support staff's professional development. However, leaders and managers have yet to establish this effectively across the whole nursery. As a result, strong practice is not embedded with younger children.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders, managers and staff have not risk assessed the safety of sleeping equipment effectively. This puts children at risk of injury. Staff and managers hold knowledge of signs and symptoms of abuse. Safeguarding leaders and staff have attended training to support their knowledge of safeguarding issues, such as county lines and families being radicalised. Staff know who to report to if they have a concern and to make appropriate referrals to agencies if required. Managers have a recruitment process for new staff to ensure they are suitable to work with children. The manager checks staff's ongoing suitability through supervisions and appraisals.

What does the setting need to do to improve?

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

	Due date
ensure sleeping arrangements are suitable, safe and age appropriate for children	30/11/2022
ensure staff performance is developed to address the inconsistencies in teaching, particularly with babies.	31/01/2023

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

- further develop how staff support younger children to understand the expectations for behaviour.

Setting details

Unique reference number	EY487667
Local authority	Leicester
Inspection number	10233973
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	25
Number of children on roll	59
Name of registered person	The Leicester Islamic Academy Trust
Registered person unique reference number	RP534473
Telephone number	0116 296 9634
Date of previous inspection	7 December 2016

Information about this early years setting

LIA Gems registered in 2015 and is located in Leicester. The nursery employs 11 members of childcare staff, of whom, one holds a level 2 early years qualification and seven hold level 3 qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 8.00am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- This was the first routine inspection the nursery 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this has on children's learning.
- The manager and the inspector carried out a joint observation in the afternoon session.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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