

# Inspection of Maahad Neighbourhood Nursery

9-11 Holmrook Road, PRESTON PR1 6SR

---

Inspection date: 6 December 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 | Good |
|--|------|

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

### **The provision is good**

Children receive a warm welcome as they arrive. They find their peg, hang up their coats and eagerly rush off to start their day. Newer children are given reassuring hugs and comfort when they need it. Children settle quickly and demonstrate that they feel safe and secure in the warm, inviting nursery.

Children's behaviour is good. They demonstrate good manners and confidently explain the nursery's 'golden rules'. This is because staff provide consistent reminders of the rules throughout the day. For example, when two children want the same toy, staff calmly remind them to be kind and allow them time to resolve minor conflicts for themselves. As a result, children learn to share, take turns and show great cooperation during their play.

Staff have created a stimulating learning environment with a wide range of activities that capture children's interests. Children show delight as they explore and create different sounds and noises with musical instruments. Other children strengthen their physical and mathematical skills. They carefully balance, count different amounts and increase their spatial awareness as they build with blocks. Furthermore, children extend their imagination and build on their own experiences as they act out being doctors and looking after sick patients.

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

- The manager has a positive attitude. She reflects on the provision and takes responsibility to make improvements. Staff are happy in their roles and comment that they feel well supported by the manager. They attend regular supervision sessions and discuss their key children's development and next steps. However, areas of improvement for staff are not always clearly identified to enable them to develop their practice further. As a result, some staff are not clear about their next steps in their professional development.
- Staff have a clear understanding of why activities have been planned, how these build on the children's existing abilities and what they intend for them to learn next. As a result, all children, including children who speak English as an additional language, are making the best progress.
- Overall, staff deploy themselves well and actively join in with children as they play, offering support and guidance. However, occasionally, staff do not encourage the quieter children to contribute fully in activities. On these occasions, the quieter children are overshadowed by the more confident ones, who capture more of the staff's attention. This means that during these times, the quieter children's learning experiences are not fully extended.
- Children show a genuine passion for stories and books. Staff ask them questions and offer ideas about what they think will happen next. As a result, children

show great enthusiasm, are focused and develop a love of reading.

- Staff support children's creative development well. Children press and squeeze dough to make their desired shape. Staff teach children new words, such as 'mould' and 'knead' to describe their models. This helps broaden children's vocabulary and strengthens their hand and finger muscles to support their early writing skills.
- Partnerships with parents are good. Parents speak positively about the nursery and the staff team. They say they are very happy with their children's development. Parents receive lots of information regarding what their children are learning and are given ideas for them to support this further at home.
- Staff encourage children to be independent and help them to manage their own self-care. For example, children learn to put on their coats before going outside and they make their own snacks. Furthermore, children carry out good hygiene routines, as they blow their nose and sanitise their hands. This supports children with the skills that will benefit them when attending school and promotes their awareness of leading a healthy lifestyle.
- Children take regular trips out in their local community, such as visits to shops and parks. They go on autumn walks and talk about animals that hibernate in the winter. This provides children with a greater understanding of the natural world around them.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the importance of safeguarding children in their care. They confidently speak about the safeguarding policy and procedures to follow if they have any concerns about children's welfare. Safe recruitment procedures are carried out and staff have regular checks to ensure that they continue to be suitable to work with children. Risk assessments are completed, and staff ensure that children are aware of potential dangers. For example, children are reminded not to leave the table or walk around when they are eating food. Children's safety is assured 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:**

- enhance supervision sessions to focus on professional development opportunities and providing staff with clear targets, to enable them to provide the highest level of education to children
- focus more closely on supporting quieter and less-confident children to be fully engaged in their play and learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY413606  |
| <b>Local authority</b>                             | Lancashire  |
| <b>Inspection number</b>                           | 10231281  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Sessional day care                                  |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 24  |
| <b>Number of children on roll</b>                  | 25  |
| <b>Name of registered person</b>                   | Maahad Neighbourhood Nursery                        |
| <b>Registered person unique reference number</b>   | RP535427  |
| <b>Telephone number</b>                            | 01772 202 657                                       |
| <b>Date of previous inspection</b>                 | 4 May 2017  |

## Information about this early years setting

Maahad Neighbourhood Nursery registered in 2010 and is situated in Preston. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kellie Lever

## 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 managers and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff 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 inspector carried out joint observations of a group activity with the manager.
- Parents shared their views on the nursery with the inspector.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022