

Inspection of Zaytuna Day Nursery

512-514 Berridge Road West, Hyson Green, Nottingham, Nottinghamshire NG7 5JU

Inspection date: 1 March 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

Some staff do not have a secure understanding of all safeguarding practice. These staff do not know how to recognise all indicators of abuse, and what appropriate procedures to follow to protect children and keep them safe. Children are also exposed to hazards at this nursery. Staff do not complete thorough risk assessments of the environment to ensure the premises are safe and secure. Babies are at risk of potential harm. They are not appropriately supervised by staff during play activities and when they are eating. Older children are not provided with the necessary resources to support their self-care routines when independently using the toilet.

Children across the nursery do not benefit from a clear and well-planned curriculum. Staff do not help them make the best progress in their learning and development. Children are not challenged in their play or provided with age-appropriate activities. For example, when babies join up with toddlers in their room, they have no activities planned specifically for them. Children in this room learn incidentally and are often observed to be wandering around the room and not engaged in meaningful learning. When staff do interact with them, staff fail to extend and build on children's knowledge and skills or support their communication and language development. For example, during a story, staff use words such as 'doggy' rather than use the correct pronunciation of 'dog' as they talk with the children about the animals in the book. That said, some toddlers enjoy water play as they fill and empty containers. Pre-school children sometimes show concentration as they connect the pieces of the train track.

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

- Some staff have weak safeguarding knowledge in some areas. They do not have up-to-date knowledge of more recent safeguarding practice, such as county lines. They are not clear on what radicalisation is or understand the role of the local authority designated officer (LADO). As a result, some staff are unable to protect children from potential risk of harm within these areas.
- Children's safety is not prioritised, as the provider does not ensure the premises are secure. During the inspection, unauthorised adults entered the nursery through the main external nursery door. They accessed an internal office door that leads to a room where children are being cared for.
- Staff fail to take swift action to minimise hazards to children. For example, in the children's outdoor play area, rendering has fallen down from a wall and is accessible to children. This poses a potential risk to children.
- Staff do not supervise babies during their exploration of soft-play equipment. During this time, babies attempt to climb by themselves. The inspector draws staff attention to this area when a baby goes unnoticed and falls. Babies are also

left in high chairs without close supervision at snack time. Therefore, staff are not close by to manage any potential emergencies, such as babies choking on their food.

- Pre-school children are not supported in their self-care routines and needs. For example, staff comment that children have to ask for toilet paper when they use the toilet. This practice does not help children be more independent or develop their self-care skills in readiness for school.
- Although the deputy manager has started to develop a vision for the curriculum, staff do not understand how to implement it. They do not know what and how they want children to learn. For example, some staff comment that in order to support children's communication and language skills, they want children to learn to sing louder during singing time.
- The management team does not identify weaknesses in teaching practice. Staff are not offered effective support and coaching. As a result, the quality of teaching and the outcomes for children are poor.
- Staff do not engage and interact with children effectively. At times, they fail to make the most of children's play and experiences. For example, during a sports hall activity, staff provide children with balls, skittles and cones. Staff do not help children to learn how to use these resources or develop their physical skills appropriately. Consequently, children become bored and disengaged. They run around the hall and kick the skittles and cones.
- Children's communication and language development are not supported. During an activity with bangles in the toddler room, staff smile or say 'big one'. They do not encourage children to develop their vocabulary. Additionally, in the pre-school room during a play dough activity, staff focus on children who are confident to speak in the group. They do not encourage children who are quieter or those children who speak English as an additional language to join in with the conversations.
- Overall, parents comment that they are happy with the service provided and that they value the support from the staff team.

Safeguarding

The arrangements for safeguarding are not effective.

The management team does not ensure that all staff have a secure knowledge and understanding of all safeguarding practice. Some staff have no knowledge of county lines, neither do some staff have a clear understanding of how to protect children from potential radicalisation and the role of the LADO. That said, all staff know the main types and signs of abuse, such as neglect, and what procedures they must follow should they have a concern about a child's welfare. Staff do not complete thorough risk assessments of the environment to ensure it is safe and secure to keep children from harm of potential risks.

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
ensure all staff have an up-to-date knowledge of safeguarding practice, including the role of the LADO, radicalisation and county lines	17/03/2023
ensure risk assessments of the environment are completed and swift action is taken to ensure it remains safe and secure	17/03/2023
prevent unauthorised persons gaining entry to the nursery	17/03/2023
ensure adequate supervision of babies at all times	17/03/2023
provide children with the appropriate resources to ensure they manage their own toileting needs independently	17/03/2023
implement an ambitious curriculum to support all children in their learning	17/03/2023
ensure staff are provided with ongoing coaching and support to identify weaknesses in teaching practice and action is taken to further develop their skills and knowledge	17/03/2023
develop staff teaching skills to help them to consistently offer good-quality teaching and interactions with all children	17/03/2023
ensure training is provided to help staff understand how to support all children's communication and language development.	17/03/2023

Setting details

Unique reference number	EY216072
Local authority	Nottingham
Inspection number	10263672
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	1 to 4
Total number of places	73
Number of children on roll	73
Name of registered person	Karimia Association Limited
Registered person unique reference number	RP909912
Telephone number	01158411200
Date of previous inspection	9 May 2017

Information about this early years setting

Zaytuna Day Nursery registered in 2002 and is situated in Hyson Green, Nottingham. The nursery opens Monday to Friday, all year round, except for the week between Christmas and New Year, Eid and bank holidays. Sessions are from 8am to 6pm. There are 12 members of childcare staff who work directly with the children. All staff have relevant early years qualifications, including one at level 5 and nine at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Davies

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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out several joint observations of group activities with the manager and evaluated the observations together.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The manager and deputy manager provided the inspector with relevant 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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