

Inspection of Byaan Daycare

12 Brunswick Street, Leicester LE1 2LP

Inspection date: 28 April 2023

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children show appropriate levels of concentration and engagement through a range of interesting and challenging activities staff provide. They enjoy developing their physical skills and strengthening their hand muscles as they squeeze and squash play dough. Children use their growing imagination skills to pretend that the play dough is different flavours, and they remind staff not to eat it, as it would taste 'yucky'. They learn new vocabulary, as staff explain that the action they are performing is called kneading. With staff encouragement and support, children are confident to share their ideas and explain how they used the play dough to make a monster. However, children with special educational needs and or/disabilities (SEND) do not access the same quality adult-led learning experiences. During group activities, children with SEND wander the environment or are taken by staff to another room as staff explain they 'don't listen' or 'can't do it'.

Children learn some routines of the day. They watch their key person as they show different-coloured ribbons and follow them to join group time. Children independently wash their hands before dinner and learn to serve their lunch using appropriate utensils. However, they are not encouraged to follow clear and consistent boundaries or understand staff's expectations of them. Younger children walk around the room while holding their snacks, dropping them on the floor. Staff do not understand how to support children when they demonstrate unwanted behaviours, such as shouting or not wanting to comply with instructions. Therefore, children do not learn how to behave well.

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

- Staff play alongside children and observe them during their chosen activity to assess what they already know and can do. They use this information to focus on what skills and knowledge children need to learn next. They arrange the environment and resources depending on the children's interests. Staff use different themes to plan a variety of activities to engage children, such as learning about minibeast.
- Staff help the babies to explore pretend mud they have made from edible substances. They support them as they hold and use sticks to make different marks in the mud and explain that this develops their grip, which prepares them for using a spoon. Staff encourage the children to repeat new vocabulary, such as bug. However, staff do not provide children with SEND with enough attention or use appropriate strategies to help them access learning experiences. Although children show some interest in group activities, staff take them out of the room to jump on a mini trampoline instead of supporting them to take part.
- Staff encourage children to repeat keywords such as splash and squeeze while they concentrate on tipping and pouring glittery water using different objects,

such as boats. However, they stop some children from joining the water play but do not explain the reason why or share expectations for joining the activity. They try to pull children's sleeves up or push their arms into an apron as the children pull away and become distressed. When children use a boat to try to drink the water, staff remove the boat without explaining why they should not be doing this.

- Staff encourage children to develop friendships with others. They support them to take turns going down the slide outside and sharing the different bicycles available.
- Staff praise the children for using good manners during lunchtime. They remind them to say please and thank you to others. However, when children do not want to follow an instruction, staff do not have the skills or knowledge to support them to use good behaviours, and the manager has to step in. Without staff support, children's behaviour escalates into shouting and taking biscuits when staff tell them not to.
- The manager has made many improvements to the setting since the last inspection. She provides all staff with a breadth of support and coaching to help them develop their practice, both formally, through supervision, and informally, while supporting them in the group rooms. The manager recognises the weaknesses of the setting and the impact these have on children's experiences, acknowledging that further changes are needed.
- Parents and carers comment on how well children settle into the care of staff. They explain that staff communication is excellent, and they can see the progress children make because of their attendance at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge of how to keep children safe from harm. Safeguarding policies and procedures are kept up to date, and staff attend regular safeguarding training. The environment is checked regularly to ensure it is safe for children to play. There is a clear procedure for visitors, and the site is secure. Staff and leaders understand their responsibilities in monitoring and reporting any signs and symptoms that a child is at risk of harm. They are confident in how to escalate any concerns. Leaders have a robust recruitment process and continually monitor the suitability of all staff.

What does the setting need to do to improve?

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

	Due date
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ensure staff and leaders adapt their interactions and activities to include and meet the needs of children with special educational needs and/or disabilities	01/06/2023
improve staff's understanding and ability to manage all children's behaviour appropriately and support children further to manage their feelings	01/06/2023
ensure staff set clear, consistent and age-appropriate boundaries and expectations for children.	01/06/2023

Setting details

Unique reference number	2653410
Local authority	Leicester
Inspection number	10265805
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 5
Total number of places	55
Number of children on roll	88
Name of registered person	Bushra Daycare Ltd
Registered person unique reference number	RP556299
Telephone number	07587077005
Date of previous inspection	1 November 2022

Information about this early years setting

Byaan Daycare registered in 2021 and is located in Leicester. The nursery employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from 8.30am to 4pm, Monday to Friday, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector conducted a learning walk together and discussed the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages throughout the setting.
- The inspector held discussions with the manager regularly during the inspection.
- The views of parents and carers were taken into consideration.
- A sample of documents was reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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