

# Inspection of Huda Nursery

Monica, 373 Somerville Road, Birmingham B10 9LJ

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Inspection date: 6 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children are warmly welcomed by happy staff when they arrive at this nursery. They hang their belongings on their named pegs and separate well from parents. Children develop strong and trusting relationships with staff who genuinely care about them. Staff provide children who need extra support with gentle reassurance and cuddles. This supports children's emotional well-being and helps them to feel safe. Staff are excellent role models for children. They have high expectations for children's behaviour. For instance, children learn how to manage their feelings and show respect towards others. This is because staff share consistent rules to remind children to use their 'kind hands' and to 'show good listening'. They learn to take turns and share resources.

Staff are passionate about providing children with a curriculum that inspires their natural curiosity. Children make their own decisions about their play, selecting resources that interest them. They settle easily in to their learning. Staff support children's learning through positive interactions. For example, when children choose to plant some seeds, staff ask them how long they think it will take for the seeds to grow. Children benefit from access to a wide range of high-quality resources. This means that they enjoy their chosen activities and maintain high levels of concentration. Children make good progress and acquire the skills they need for the next stage in their learning.

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

- Staff engage children in conversations and model language well. They read books with children and encourage them to join in with songs and rhymes. Staff support children to acquire and use new words. For example, staff use pictures and objects of reference to teach new vocabulary. Children who speak English as an additional language are very well supported to acquire the new vocabulary they need. This helps them to become effective communicators.
- Staff have clear intent for planned group activities. For example, they use songs and actions at circle time to help children learn and remember the days of the week and months of the year. However, whole-group activities do not always fully meet the needs of all children taking part. For example, during circle times, children have to sit for long periods of time and sometimes the groups are too large. Children quickly become disengaged and fidgety. This limits the impact of intended teaching for some children.
- Staff organise meaningful individual and small-group activities to support children's next steps for learning. They use children's current interests. However, at times, they do not always maximise the learning potential. Staff sometimes step in too quickly. For instance, when making play dough, staff tell children what will happen if they add too much oil. This does not enable children to

explore learning through trial and error.

- Staff support children with special educational needs and/or disabilities (SEND) well. Staff work closely with parents and other professionals in ensuring the best possible outcomes for children. The special educational needs coordinator (SENCO) works with the local authority to access additional funding for individual children who require further support. This helps them to make the best possible progress in their development.
- Staff meet children's personal care needs effectively. Children learn to manage some of their own personal needs. They quickly gain good levels of independence. For example, two-year-old children can put on and fasten their own coats. Children learn about the importance of good hygiene practices. This helps them to develop some of the skills they will need in later life.
- Managers and staff are all equally passionate about delivering high-quality care and education for all children. Staff benefit from regular supervisions and training. They use the curriculum and provision to enhance the experiences of all children and their families. This helps to ensure that all children, including the most disadvantaged, receive the same opportunities.
- Parents are very happy with the care and education their children receive. Multilingual staff support those whose first language is not English well. They keep them informed of their development. Consequently, there is a consistent approach to all children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and the staff understand their roles and responsibilities to keep children safe. They complete regular safeguarding training. Staff have a good understanding of the procedures they must follow when there is a concern about a child or if there are allegations made about a member of staff. All staff have completed paediatric first-aid training. They understand the procedures to follow in the event of an accident or emergency. Children are well supervised at all times. Staff carry out regular risk assessments to ensure that children can play safely. Managers check the identity of any visitors to the nursery before allowing them on to the premises.

## **What does the setting need to do to improve?**

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

- develop further opportunities for children to test their ideas through trial and error during adult-led activities
- review how group times are organised to meet the needs of all children to help them remain engaged and focused, so learning is maximised.

## Setting details

<b>Unique reference number</b>	EY495602
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10280465
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Huda Nursery Limited
<b>Registered person unique reference number</b>	RP535034
<b>Telephone number</b>	01214481617
<b>Date of previous inspection</b>	7 September 2017

## Information about this early years setting

Huda Nursery registered in 2016. The nursery employs 14 members of childcare staff. Of these, two staff hold qualifications at level 6 and four staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Dukes

## 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 manager and has taken that into account in their evaluation of the provider.
- The managers and the inspector had a learning walk together to discuss the intention for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the staff and the children.
- The managers provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views about the nursery.
- Staff spoke to the inspector during the inspection.
- The SENCO spoke to the inspector about how they support children with SEND.

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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