

Inspection of Taqwa Nursery

48 Holmeswood Road, BOLTON BL3 3HS

Inspection date: 6 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 good

Children excitedly run into nursery to start their day. They have access to a wide range of carefully planned resources, which support children's learning in all areas of development. The curriculum is well sequenced to ensure that children's learning is well supported, and they make good progress.

Children develop secure relationships and attachments with staff. They refer to them as 'apa', meaning 'elder/sister/woman', to help create a sense of family and belonging. Children happily join in routine activities based on Islamic and family traditions, such as daily prayer and eating traditions. Children learn good foundations for behaviour expectations. They are reminded to follow the 'golden rules', listen and follow instructions to keep themselves safe. Even the youngest children stop to help tidy up for snack time. This helps them to take responsibility for their resources and environment.

Children enjoy spending time outside. They access the water and brushes and make marks on fences in the outdoor area. They enjoy physical activities, such as riding bicycles and throwing beanbags into hoops. Staff have researched the importance of physical activity after discussions with parents and have built in ways for children to be active. Children are encouraged to listen to their heart rate after exercise, which gives them a greater understanding of the importance of leading a healthy lifestyle.

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

- The knowledgeable leadership team is dedicated to continual improvement. They have a clear understanding of the strengths of the nursery and the areas of improvement. They are ambitious in developing their knowledge and understand the significance of their role in shaping children's futures. For example, they reflect that as a predominantly Muslim faith nursery, they need to extend children's knowledge of other cultures. They have begun accessing a programme that increases children's knowledge of diversity through books.
- The leaders and staff have a clear curriculum, which supports children to be ready for future learning. They work closely with parents and local schools to ensure that children have the necessary skills to move on to Reception class. They focus on self-help skills, such as independent dressing, toileting and handwashing. They discuss these skills in detail with parents and explain the importance of them. As a result, children are confident and independent.
- Children gain good mathematical skills. For instance, they discuss colour, size and shape while playing with dough. They learn to count securely by singing number songs. Children learn to recognise numbers as they count scoops of sand while making sandcastles.

- Children are consistently engaged in their play. Staff understand the importance of positive interactions during play. For example, children who speak English as an additional language are supported to repeat new words in their home language as well as English. This ensures children are very well supported in their language development.
- Staff know children's interests and capabilities very well. They gather this information by regular assessments and observations. Other agencies come into the nursery to work with children who have special educational needs and/or disabilities. All children make good progress from their starting points.
- Staff are nurturing and skilful in supporting children's well-being. They are sensitive to the needs of the children. They offer praise and encouragement while reminding children about the class rules. Children learn about feelings and emotions. For example, children select their photo and discuss their feelings by selecting a jar when they arrive at the setting. Children are beginning to recognise and talk about their emotions.
- Partnerships with parents and families are very positive. Many parents return to the nursery with siblings. The staff understand the community, and they regularly share information with parents about how to support their children in all areas of development. They offer parents the option of swimming and football classes. This enhances children's life experiences.
- Overall, staff are supported well. For example, they have regular training opportunities and supervision. However, feedback and coaching is often discussed as a group and is not specific to individual members of staff. This does not help staff to extend their individual teaching knowledge and support children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the procedures to follow should they have concerns about a child's welfare. They attend regular training, and the manager tests the staff's knowledge at staff meetings. They access regular updates from the local authority on the latest risks for children and families. Leaders implement an effective recruitment and induction procedure. The staff all complete health and safety training and understand their role in keeping the nursery safe. Staff ensure the premises are safe and secure and supervise children closely 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:

- strengthen current arrangements for staff supervision and provide staff with more individual feedback on their practice to further improve teaching and interactions with children.

Setting details

Unique reference number	EY492381
Local authority	Bolton
Inspection number	10285760
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	27
Number of children on roll	35
Name of registered person	Great Lever Education Welfare Trust Trustees
Registered person unique reference number	RP903269
Telephone number	07835703018
Date of previous inspection	17 October 2017

Information about this early years setting

Taqwa Nursery registered in 2015. The nursery employs six members of childcare staff. Of these, one staff member holds a qualification at level 6, three members of staff hold a qualification at level 3, one staff member holds a qualification at level 2 and one staff member is an apprentice. The nursery opens from Monday to Friday, all year round. Sessions are from 9am until 12pm and 12.15pm until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stacey Wendrenski

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff/the childminder and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several 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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