

Inspection of Zahra Day Nursery

1 Vicarage Street, BOLTON BL3 5LE

Inspection date: 12 December 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Staff enthusiastically welcome children and their families into this caring and supportive nursery. Children smile happily and parents enjoy watching as their children confidently say 'goodbye' and eagerly go to explore the available activities. Children benefit from high levels of staff support. The small number of children in attendance enables staff to work directly with individual or very small groups of children. Overall, staff use the overarching curriculum effectively and build on what children already know and can do. This means that children enjoy a wide range of activities that help them to become confident learners. Children develop the skills and attitudes they will need to be ready for the next stage in their learning.

Children behave well and are supported by staff to achieve good levels of personal independence. Children demonstrate a strong sense of belonging and warmly welcome visitors into their nursery. Staff continuously promote children's physical development. Older children demonstrate their increasing dexterity and emerging mathematical knowledge as they compare shape and size before excitedly wrapping boxes, to make pretend presents for their friends. Close supervision ensures children's safety as they play. Staff help children to assess and manage risk as they learn how to safely negotiate the stairs to access the outdoor play area.

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

- Since the previous inspection, the provider has taken steps to address weaknesses. The newly recruited manager evaluates the quality of the provision effectively and is keen to further enhance the quality of education provided. She currently works directly alongside staff to ensure that children receive good-quality care and education.
- Leaders are clear about how the curriculum should be taught. They fully understand that what children are taught in the early years will help them to be successful in their future learning. Staff gain a good knowledge of each child's capabilities and previous experiences when they first start to attend the nursery. This means that children benefit from a meaningful educational programme that is tailored to their individual learning needs as early as possible.
- The skilled manager uses her time working alongside staff to help identify staff training needs. She provides coaching and support as she models good practice. However, staff are not fully supported to access additional training to further improve their teaching skills and develop their professional knowledge.
- Overall, staff successfully promote the acquisition of language. Staff model language well and monitor the progression of children's speech and communication skills closely. They work with parents to support children, including those who speak English as an additional language. This helps to ensure that potential delays are quickly identified and additional support is

provided as early as possible.

- Stories, singing and rhyme time are securely embedded into the curriculum. Children are supported to develop a love of books from a very young age. Role play is particularly well used to enhance children's communication and language skills. However, on occasion, not all staff give enough consideration to children's current capabilities. They do not always focus enough on the repetition of keywords or give children the time they need to formulate a verbal response. This means that some children are, at times, overwhelmed by quick questioning or complex sentences.
- Staff consistently support children as they learn to recognise and manage their feelings and emotions. Expected behaviours are clearly explained and children value the friendships they have with their peers. This helps children to learn the importance of socially acceptable behaviour.
- Children enjoy seasonal activities that strengthen their understanding of the natural world, and they benefit from occasional outings into the local community. However, opportunities for children to develop a deeper understanding of the lives of others beyond their immediate families and the local community are limited. This means that children are not fully supported to strengthen their understanding of the diversity of life in modern Britain.
- Staff help children to learn about the importance of a healthy lifestyle. They explain the benefits of exercise and provide clear healthy eating guidelines for parents. Children of all ages enjoy a varied educational programme that encourages children to be physically active. This helps to promote children's good health and well-being.
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Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to possible indicators of abuse. They have completed relevant training and understand their role and responsibility regarding child protection. Staff understand they must respond quickly if they have any concerns about a child's welfare or the conduct of a staff member. All staff, including those who are new to the nursery, have access to relevant contact numbers. They confidently demonstrate their ability to take immediate action to safeguard children. Safer recruitment practices are consistently implemented. This helps to ensure that staff who work with children are suitable to do so.

What does the setting need to do to improve?

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

- support staff to implement a consistently high-quality educational programme for language and communication
- strengthen the educational programme to deepen children's understanding of the diversity of life in modern Britain
- provide more opportunities to extend staff's professional development and to help children to make the best possible progress with their learning.

Setting details

Unique reference number	2682833
Local authority	Bolton
Inspection number	10303193
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	23
Number of children on roll	17
Name of registered person	Zahra Day Nursery Ltd
Registered person unique reference number	2682831
Telephone number	07477983203
Date of previous inspection	14 June 2023

Information about this early years setting

Zahra Day Nursery registered in 2022 and is based in Bolton, Greater Manchester. The nursery employs four members of childcare staff, all of whom hold qualifications at level 2 or above. The nursery is open from Monday to Friday, term time only. Sessions are from 8.30am to 4.30pm.

Information about this inspection

Inspector

Vickie Halliwell

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 nursery.
- The inspector observed the quality of education being provided and assessed the impact on children's learning. She had a learning walk with the manager to discuss how the curriculum is planned and implemented.
- Discussions were held with parents, the manager, provider and children at appropriate times throughout the inspection.
- The manager and the inspector carried out a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including policies and procedures and evidence of staff's suitability, qualifications and first-aid certificates.

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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