

# Islamia Nursery

1 Randal Street, BOLTON, Lancashire, BL3 4AG

<b>Inspection date</b>	07/05/2013
Previous inspection date	13/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have an excellent understanding of how children learn and provide challenging, varied and imaginative activities, as a result of precise assessment and planning. Assessment information is analysed regularly to identify areas for staff training in order to enhance practice.
- The nursery provides exemplary support to develop children's early literacy and information communication and technology skills. This is through providing children with opportunities to make independent use of information communication technology and using small group time to develop their knowledge of letters and sounds.
- Children are very confident and make strong progress in learning, irrespective of their starting points. This is a result of first class staff practice and a vibrant learning environment with many outings and visitors to enrich children's experiences.
- The nursery is outstanding in helping parents to be directly involved in their children's learning and parents are exceptionally well-supported by the range of courses provided for them by the nursery.
- Partnerships with other professionals and settings provide for children's needs exceptionally well. Transitions in and out of the nursery are consistently well-managed to promote children's emotional security and learning.
- Monitoring of all aspects of the nursery is robust, leading to excellent practice. Leadership is outstanding and staff are highly enthusiastic about their work. There is a strong ethos of staff gaining higher qualifications, in order to enhance their practice.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector reviewed a range of information available about the nursery, in order to prepare for the inspection.

A tour of the premises was made and the inspector had an initial meeting with the manager to establish a timetable for the day, which included time to discuss the leadership and management of the nursery and carry out a joint observation of a member of staff.
- The inspector carried out observations on childcare staff and their interactions with children throughout the day and examined samples of documentation related to children's welfare and learning.
- Some staff members were interviewed to ascertain their knowledge of areas, such as safeguarding and individual children's learning.
- A joint observation was made by the inspector and the manager of the nursery's qualified teacher who was leading a small group activity for children.
- Parents were encouraged to provide their views about the nursery's provision for children and families.
- The inspector also spoke to children to gain information about their learning.

**Inspector**

Jennifer Kennaugh

**Full Report****Information about the setting**

Islamia Nursery was registered in 2006. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the ground floor of purpose built premises in the Daubhill area of Bolton, and is owned and managed by Daubhill Muslim Society. The nursery serves the local area and is accessible to all children. It operates from one main playroom and there is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, the manager holds an early years foundation degree and one member of staff is a qualified teacher who holds Early Years Professional Status. Six staff are qualified to level 3 in childcare and there are three staff who are currently qualified to level 2 and who are working for higher qualifications.

The nursery opens Monday to Friday, term times only. Sessions are from 8.55am to 11.45am and 12.45pm to 3.45pm. Children attend for a variety of sessions. The nursery also provides wrap-around care from 8am and between 11.45pm and 12.45pm. There are currently 70 children attending who are within the early years age range. The nursery provides funded early education for three- and four-year-old children. All of the children attending speak English as an additional language and the nursery supports a very small number of children with special educational needs and/or disabilities. The nursery receives support from the local authority and has links with the local Surestart centre.

**What the setting needs to do to improve further****To further improve the quality of the early years provision the provider should:**

- enhance the ways in which staff reflect on their own excellent practice and use this in order to maintain the exceptional drive for continuous improvement.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Staff provide a consistently high standard of interaction with children to develop their learning. The quality of teaching is excellent at all times, including for whole group learning activities and when children are taught in small groups. The qualified teacher and

manager make assessments of children's development in their home language and English on entry to the nursery. This is to ensure that children receive small group teaching in communication and language that is precisely matched to their observed ability to learn new words in either of their languages, in order to challenge them. The assessment is repeated later in the school year, to find out how they are progressing and to make any adjustments needed, to promote further progress. As a result, the nursery can secure early interventions to narrow any gaps that may emerge in children's observed progress in developing English and their home language. This sometimes involves other professionals to provide specialist support for children and parents. The nursery makes very strong provision for the most able children, by the use of reading schemes, in order to provide challenge that builds on already excellent progress.

Parents have frequent opportunities to engage with their children's learning in communication and language, through key persons setting regular differentiated activities for children to complete with them at home. The nursery also provides support for parents individually to help them promote children's learning of language. This, along with group information sessions, helps parents develop better knowledge of how to effectively promote children's literacy and communication development. Parents comment enthusiastically about the superb level of support and information they receive, as they feel empowered to provide better help for their children, as a result.

The nursery manager and teacher make excellent use of analysis of progress information for the yearly groups of children. This is in order to implement whole setting strategies to improve teaching and learning. For example, analysis of children's progress in the year 2011 to 2012 demonstrates that children made the least increase in progress in communication and language, and they made the best progress in personal and social skills. In October 2011, 48% of children in the nursery were performing below their age-expected level for personal and social development but by their final assessment in the summer of 2012, this was reduced to 13%, meaning that of the cohort of children, 87% reached age-expected levels or better in this important area of learning. In response, staff received specialist training over the summer, in order to improve the teaching of communication and language and narrow the gap in children's development in other areas of learning.

Educational programmes have both depth and breadth, in order to provide precise challenge for children to help them develop readiness for school. The nursery makes regular use of local outings for small groups of children to enrich the learning experience, frequently visiting local parks, shops and attending weekly activity sessions at the nearby library. They also arrange outings further afield where parents can accompany children, such as to zoos and the regional airport, in order to broaden their learning experiences and provide stimulus for play and talk. Planning is precise and multi-layered, with a combination of continuously accessible activities for indoors and outdoors, and flexible plans to cover shorter periods of time over half terms and single weeks. Planning takes account of staff's observations of children's progress, their interests and the characteristics they show when learning, as well as information from parents. This means that planning draws on a range of sources in order to promote breadth of development for children. Tracking of progress is frequently updated to ensure that staff plan for children with the most current information available. Highly effective use is made of a tracking record for

each child. This is based on 'Development Matters in the Early Years Foundation Stage' guidance, so that progress can be precisely compared with age-expected development for all areas of their learning. The nursery has made exceptional progress in helping parents to engage with the assessment process and all parents contribute to children's termly assessments, which are recorded in their individual files. This means that parents receive outstanding information about their children's progress.

Children receive teaching through a variety of means through the sessions, including self-chosen play. Staff make expert use of all opportunities to use children's choice of activity for learning. For example, they encourage children to turn pages of books independently and ask questions about what they can see happening in the pictures, to extend their spoken English. They use creative activities, such as collaging with a variety of materials, to develop children's understanding of texture and colour. This also helps children to think critically about what they want to use and make links between different play areas in the room. For example, when a child rejects the collage materials and makes a face on his mask using more malleable play dough.

The quality of teaching at small group times, such as for letters and sounds learning, is excellent. This is because staff ensure that questions are correctly pitched to develop children's learning and they provide specific praise for successes. Children, as a result, demonstrate superb knowledge of initial sounds during a turn taking activity where they have to sort objects according to whether they begin with a 's' or a 'c' sound. They participate fully during whole group times, to sing songs, learn about days of the week and parts of the body, showing enthusiasm for learning. Staff teach children to respond correctly to established greetings and give thanks in Arabic by practising duaas with them daily and children obviously enjoy showing their knowledge to reinforce this. This helps to support their knowledge and understanding of their culture and faith. The nursery also provides opportunities for first hand learning experiences regarding other faiths, such as by visiting a local Hindu temple and learning about the festival of Diwali. The group activities help children to learn to listen and respond in a group, in preparation for school.

Staff make use of activities with a special focus in order to make observations on children who take part and gain information about their learning. For example, they set out a large 'snakes and ladders' game and note which children choose to play and the individual learning they show. For example, those who count the dots accurately on the die. Staff make excellent use of children's spontaneous requests for activities, due to the accessibility of resources and their expert ability to use questioning to help children think and solve simple problems. For example, when children notice the large blankets in the outdoor area and ask to build a den, staff ensure that they ask children what they can use to secure the cloth, rather than instruct them to use the available pegs. Staff also support children to make informed decisions in their play. For example, when a child remembers that they made a model of a camp fire with coloured tissue paper the previous week and begins to talk about the best place to do this again, where it would not be in the way. This shows that staff have a very strong understanding of the importance of supporting children's critical thought for high quality learning.

Staff use children's observations and findings to develop learning experiences, such as when children show them spiders or flies outside. They immediately use the opportunity to

reinforce learning about the name of the animal and how many legs it has. This means that they are highly skilled at developing several areas of children's learning from one simple experience. They also give the children instructions to say if they see any more mini-beasts, so that the spontaneous learning can potentially be sustained for longer. The nursery has made excellent use of several tablet computers to develop children's use of information and communication technology, including enabling them to channel video from the tablet to the interactive screen. Children delight in walking around the nursery videoing staff and other children as they interact, consequently, developing their communication skills and those of others.

### **The contribution of the early years provision to the well-being of children**

The provision operates a key person system in order to support children's emotional welfare and key persons demonstrate an outstanding knowledge of children and their families. This is due to their observations, information from parents and talking to children informally or during group times. As a result, children's learning is exceptionally well-supported due to their strong emotional security. Children are extremely confident and self-assured, as a result of expert key person practice. Their behaviour is exemplary, because staff consistently reinforce the importance of using good manners and having regard for others. Children are observed to use all resources safely indoors and outdoors, showing an excellent regard for their welfare and that of their peers. Resources outdoors, such as branching tree trunks for climbing, enable children to develop an understanding of risk through physical challenge, when combined with close supervision. The nursery has an extensive range of policies, procedures and permissions from parents to protect children's welfare and support their physical and emotional well-being. These are reviewed regularly, or as needed, to ensure that they meet the needs of children in all of the provision.

The resources indoors and outdoors are exceptionally well-arranged and varied. This promotes the development of children's independence skills and enhances their opportunities to make choices about their play. Children delight in playing outdoors and have excellent opportunities to develop whole body control through exercise using a range of equipment. They thoroughly enjoy watering plants that they have nurtured, as part of learning about the natural world. They develop hand-eye control by pouring and filling containers of water and mixing sand and water.

Staff encourage children to enjoy snacks as a sociable experience and snack time is used to help children recognise their own name, as they place their name card in a basket when they sit down to eat. They also use this activity to develop children's learning and independence, such as by counting out items needed on the tables. This also promotes children's self-help skills. Parents receive information through displays about how to provide healthy food for their child and have also attended a healthy eating course run by the nursery at the local children's centre. Care details for children, such as those regarding food allergies and intolerances, are available to all staff to promote children's health and well-being. The nursery shows a thorough commitment to equality of opportunity and promoting diversity, such as by displaying labels from other languages spoken by children in the nursery. Whenever possible, staff support children to develop independence in self-

care, such as by encouraging them to get their own tissues and maintain hygiene after using them.

The nursery provides highly comprehensive information to parents prior to children joining and has a flexible approach to helping children settle. This helps to familiarise parents and children with the nursery's routines and the care and education offered. It also helps to support the emotional well-being of both parents and children. Parents provide detailed information prior to children joining the nursery, so that staff have a wealth of information in order to support children's care and education. The nursery displays a broad range of information about local services and amenities for families, as well as information about the Early Years Foundation Stage and the activities that children participate in. A regular newsletter is also produced to keep parents informed about any changes to the nursery and upcoming events, such as fundraising for a range of charities, which they and their child can become involved in. The nursery provides daily written information for parents and they comment very positively about the knowledge key persons demonstrate about children's well-being and learning. The manager provides parenting classes in conjunction with the local children's centre, in order to build family and community resilience. Parents are strongly appreciative of this facility to help them support their children.

Transitions for children from the nursery to full-time school are smoothly managed due to close partnership working, including passing on detailed information about children's progress. Staff from schools are invited to the nursery to observe and meet children where they are confident and learning in familiar surroundings. This helps to promote children's emotional security at transition times.

### **The effectiveness of the leadership and management of the early years provision**

Risk assessments and safety checks are highly detailed and regularly reviewed so children can move safely and freely in permitted areas, in order to play and learn. Children are closely supervised and staff manage their behaviour well to ensure all children are kept safe. Staff receive regular, externally delivered training in safeguarding. As a result, they have a highly comprehensive understanding of procedures to manage any concerns they may have about a child's welfare. Staff demonstrate an exemplary understanding of how to deploy themselves in order to keep children safe, and how to accurately report on any incidents that may occur, in accordance with nursery policy. Responsibilities of staff and managers are clearly defined to ensure that all staff have a clear understanding of how to carry out their roles to a consistently high standard. There is a robust approach to recruitment and induction of staff to ensure that a strong staff team is maintained. Comprehensive procedures in place for the induction of students also protect children's welfare. All documentation related to the revised statutory requirements is completed to an exemplary standard to support the safe and effective running of the setting. This includes a policy for the use of portable data devices with cameras, on the premises. The strength of practice in the nursery is due to effective policies that support all areas of children's learning and welfare, along with a well-qualified and dynamic staff team to implement them.

Staff demonstrate consistently outstanding knowledge and practice to facilitate children's development in the Early Years Foundation Stage. The nursery makes highly effective use of information sharing arrangements about children's progress with the local authority, when this is available, in order to identify areas for whole staff training. Additionally, when this level of analysis by the local authority is not regularly available, due to system changes, the nursery continues to do this independently. As a result, the nursery has implemented interventions in early communication and literacy for children, in order to raise their attainment and readiness for school. There are also highly precise methods for tracking children's progress and analysing this within the nursery and staff provide exceptional support to help parents understand this. This helps all parents to become fully engaged with their children's learning. As a result, they have a clear view of their children's progress, because the nursery involves them in termly assessments and observation of children's learning. Systems for monitoring individual planning and assessment are rigorous, so that all children receive a high quality learning experience based on their individual needs. The managers and teacher monitor the quality of teaching and inclusive practice by frequently observing staff interactions with children to inform the staff appraisal processes. Peer observations are used regularly to help staff keep up very high standards of individual practice for children's learning and welfare. There are rigorous methods in place for managers and the teacher to monitor the breadth and depth of the educational programmes provided and also the detail and quality of information held in children's files. This helps to maintain consistently precise planning for children's learning. Systems for staff performance management and identifying training needs are highly effective in supporting staff to perform to the very best of their capabilities. They are considering ways in which their excellent practice can be developed even further as part of the drive for improvement. As a result, staff are enthusiastic in their work with children, and highly motivated. There is a very strong ethos of continual professional development for staff, in order to provide better experiences for children.

Overall, the nursery shows excellent partnership with parents. Well-established and varied methods are in place to enable parents to update staff about their children's interests and to contribute directly to children's learning. Regular information about children's progress, through verbal and written routes, means that parents are exceptionally well-informed about their children's development. There is exemplary partnership working with other agencies and parents on behalf of children with special educational needs and/or disabilities in order to meet their learning and welfare needs. This includes at transition times when children are joining, leaving and moving within the nursery's provision. The nursery displays a wide variety of information about local resources and government support for young children and families, as well as about the Early Years Foundation Stage. This helps to support the learning and welfare of the children attending the nursery, through parental access to relevant information.

There is an exemplary approach to evaluating the nursery in order to ensure that all areas of children's welfare and learning are exceptionally well-provided for. This includes teaching and learning, along with the play environment and staff development. Parents can provide feedback on the nursery's service through a variety of written means, as well as verbal. Regular coffee mornings for parents enable them to not only contribute their views, but enter into discussion about how to enhance the provision with each other, the manager and the committee. This enables the nursery to gain a more accurate view of

how to meet the needs of its families. Children's views about the nursery are also frequently sought, in order to give them a voice and develop their sense of self-worth. Staff have frequent opportunities to contribute to the evaluation of what the nursery provides for children through the regular staff meetings. They also complete written reflective accounts, after training, to show how they are going to implement their new knowledge and pass it on to other staff. Overall, the nursery committee, managers and staff work together to maintain a dynamic culture of self-evaluation, in order to provide a consistently high quality service for children and families.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY315959
<b>Local authority</b>	Bolton
<b>Inspection number</b>	917605
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Daubhill Muslim Society Committee
<b>Date of previous inspection</b>	13/10/2009
<b>Telephone number</b>	01204 651611

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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