

Islamia Nursery

Inspection report for early years provision

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Inspection date	13/10/2009
Inspector	Marina Anna Howarth
Setting address	1 Randal Street, Bolton, Lancashire, BL3 4AG
Telephone number	01204 651611
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Islamia Nursery has been registered since 2006 and is owned by Daubhill Muslim Society. The nursery is a purpose built building which operates from the main hall on the ground floor in the Daubhill area of Bolton. There are two enclosed outdoor play areas. The nursery serves the local community and offers a range of part-time places to families. There is easy access to the premises. It is open between 8.45am and 11.45am Monday to Friday, term time only.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend the provision at any one time. There are currently 26 children aged from three to five years on roll. The nursery is supporting a number of children who speak English as an additional language.

There are four members of staff. All of whom hold early years qualifications. The nursery provides funded early education for three and four-year-olds and receives support from Early Years and Childcare Services.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in an inclusive setting where they are valued as unique individuals. A safe and stimulating environment is provided where a good balance of adult-led and child-initiated activities promote children's progress towards the early learning goals. The effective partnerships with parents, local schools and other agencies successfully provide continuity of care for individual children. As a result, children make good progress in all areas of their development. All staff are committed to bring about sustainable improvements and are strongly influenced by the enthusiasm and dedication of the management team. Effective systems for self-evaluation results in positive outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure information is obtained about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and Welfare) 29/10/2009

To further improve the early years provision the registered person should:

- continue to improve and develop the outside area to offer additional challenges to those indoors.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because the setting operates clear policies, strategies and procedures which all staff are aware of. However, information is not currently obtained as to who has legal contact with the child and who has parental responsibility for the child. This is a legal requirement. Robust vetting and recruitment procedures ensure the suitability and qualification of all adults looking after children. Clear risk assessments and checking procedures are in place which helps keep the environment safe and free from potential hazards. In addition, outings are rigorously planned to ensure children's safety remains paramount. All staff are fully aware of the procedures to follow should they have any concerns relating to child protection. Children are actively encouraged to be aware of their own safety through staff acting as positive role models and implementing activities that enable children to reflect on their personal safety. For example, listening to stories, singing songs and role playing road safety awareness.

All staff, parents and children are actively involved with the settings self-evaluation process. There are clear targets for improvement, such as developing the outdoor area. The management team stimulate the enthusiasm of staff and channel their efforts to good effect. All staff are focussed on helping all children to make good progress in their learning and development, and promoting their welfare. They work well together to ensure that all groups of children are given opportunities to achieve as well as they can.

Effective links exist with parents and external agencies. Parents are given detailed information regarding their children's progress and are encouraged to contribute to their child's learning journal. A wealth of information is distributed through newsletters, parents evenings, display boards and questionnaires. As a result, children receive consistency of care and their individual needs are met effectively. Close links established with schools ensures the transition period is successful and effective. Children are given opportunities to visit their new school and new teachers are welcomed into the setting where they are able to observe the children in a familiar environment. External agencies are invited to attend the nursery to develop children's awareness about the local community and their health and well-being. For example, the fire service has discussed fire safety and a teacher visits to teach the children Arabic in response to requests from the parents.

Children have access to an interesting, vibrant, friendly and welcoming environment which is conducive to learning. Staff demonstrate a good knowledge of each child's background and needs. They make the most of diversity to help children understand the society they live in. Children thrive in the participation of celebrating different festivals and access a variety of resources which reflect the outside world. Additional support is identified for individual children as early as possible and staff work with interagency teams to ensure each child receives the support they need.

The quality and standards of the early years provision and outcomes for children

Children are motivated and interested in a broad range of activities. Effective planning systems reflect on their individual interests which results in activities being meaningful to each child. For example, when children were observed pretending to make Chapattis in the role play area, staff organised a baking activity where children made their own chapattis and ate them. Children's starting points are identified during the initial induction period and close liaison with parents ensures consistency of care is maintained. Staff use observational assessments and records to inform planning and support progress and the next steps for learning are clearly identified. As a result, children's social, physical and economic well-being is promoted well. The use of picture cards, photographs and bilingual staff, enable children who are learning English as an additional language to fully participate in activities and feel a strong sense of belonging in the setting.

Children play well together and are becoming active, curious and inquisitive learners. They understand the need to cooperate and resolve situations by themselves. For example, they show each other different marks the variety of tools make in the dough area. They create triangles and explain how you need to roll the dough out then make different shapes using the cutters. They explain that different coloured aprons are used for different activities and help to sweep up debris from the floor, helping themselves to the dustpan and brush. Children are learning about shapes in the community as they take photos of various items that are round, such as road signs, buttons in lifts and CDs. They visit the fish market where they discover a variety of different fish, smells, textures and appearances, and then paint pictures of fish of their choice when they return back to the nursery. They explore nature and collect leaves where they create their own garden in the nursery and enjoy the sounds they make as they walk on them and feel them and identify the different colours. Children enjoy listening to music, singing songs, dancing and playing musical instruments. They relax in 'cosy' areas comprising of tents, cushions and twinkling lights.

Children demonstrate a good understanding of diversity, engaging in a good range of activities and experiences to help support this. Effective key worker systems enable them to build close and meaningful relationships. Children enjoy engaging staff in their play and staff clearly enjoy being with the children. They treat them with care and concern and are skilled in asking open questions and presenting challenges encouraging children to think for themselves and solve problems. Children are learning about healthy lifestyles as they are offered a variety of healthy snacks. They are aware of the importance of washing their hands after visiting the toilet or before handling food. They discuss germs and vigilant hygiene practice in the setting reduces the risk of cross- infection. Children enjoy playing outside on a daily basis, where they visit the local park or access the enclosed play area where they climb apparatus, ride bikes and balance on crates.

Children are developing an awareness of their own safety as they participate in activities and are given explanations by staff. They operate toy traffic lights and are able to identify when the red man appears it means stop. They create their

own traffic lights and develop an understanding of the sequence and what each light means. Children's behaviour is managed well, they thrive on praise and recognition for their achievements and proudly show off their stickers and stamps. They use their manners, take turns and are kind and courteous to each other.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met