

# Rahma Childcare

Inspection report for early years provision

---

**Unique reference number**

EY393154

**Inspection date**

16/03/2010

**Inspector**

Lynn Dent

**Setting address**

Somali Development Service, 39-39a Abingdon Road,  
LEICESTER, LE2 1HA

**Telephone number**

01162855888

**Email**

admin@somalidevelopmentservicesltd.co.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Rahma Childcare was registered in 2009. It operates from three rooms within the Somali Development Service in the Highfields area of Leicester. Access to the premises is by steps or a slope.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 50 children at any one time. There are currently 18 children attending in the Early Years Foundation Stage, some in part-time places.

The setting is open each weekday from 8:00am to 5:45pm all year. All children share access to a secure outdoor play area. Places are offered according to parents requirements. The setting currently supports children who speak English as an additional language.

The setting employs six staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress because staff plan a range of learning experiences for the group. Older children's creativity and independence are not fully promoted and the organisation of circle time is not used effectively to meet the needs of all the children. The outdoor play area is not yet fully resourced or used effectively to promote all the areas of learning. Most required documentation is in place to underpin the care of the children. The staff understand how they can share information with other childcare providers and work closely with parents. Systems in place enable staff and the management to identify and improve their practice.

## What steps need to be taken to improve provision further?

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

- obtain written parental permission to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 05/04/2010

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

- improve the personalised learning so that it involves planning for each child, and ensure all adult-led experiences are evaluated and used to plan future activities

- provide opportunities for children to develop their creative skills; this is with regard to the use of colouring in worksheets
- use everyday routines to promote independence for older children; this is with respect to snack and meal times
- improve the record of risk assessment to include anything with which a child may come into contact
- give as much opportunity as possible for older children to move freely between indoors; and outdoors and create a more stimulating environment that offers a range of activities and more resources to encourage children's interest and curiosity during outdoor play
- improve the organisation of the day so that all children are involved in developmentally appropriate activities; this is with regards to circle time.

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

The management ensure that all staff undergo the required checks to verify they are suitable to work with children. As a result, children are protected from those who may pose a risk to their welfare. Staff undergo an induction process and are able to explain how they implement the setting's policies and procedures to benefit the children. Children's welfare is protected because staff understand their responsibility to record and report concerns to the management and to the Local Safeguarding Children Board. Staff ensure that they check the premises and resources to ensure that they are safe and can explain how activities are risk assessed. However, the activities are not reflected in the record of risk assessments. The setting does not currently take children on outings although this is planned for the future and staff can explain their responsibility to keep them safe when away from the premises.

A range of written policies and procedures help to underpin the care of the children. Most required documentation about the children is in place with the exception of written consent from parents to seek emergency medical advice or treatment. Consequently, this may impact on the welfare of the children in an emergency. Parents receive a booklet of information about the setting when their children first attend and staff spend time explaining these to them. Consequently, they understand the service provided. Staff also spend time collecting information about the children which is included in their developmental folders and provides a basis for staff to build on what the children already know and can do. Parents feel confident to approach staff and systems are in place to keep them informed of their child's progress. Recently, the setting has started to share care of some children who also attend school.

The use of various rooms within the setting means that older children do not have the opportunity to flow between the indoor and outdoor environment, although staff ensure that children play outdoors daily. This time is mainly used for children to practice their physical skills and coordination on wheeled toys such as bikes and scooters and to play in the sand. Therefore, the organisation of outdoor play means that opportunities for children to extend their learning are not fully promoted. The management use a range of methods to self-evaluate the

effectiveness of the provision such as reviewing the policies and procedures and gaining parents' views through questionnaires. As a result, the management put realistic action plans into place and these are used to monitor improvements of the service provided.

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

Children are happy and feel safe in the setting because staff provide a caring atmosphere. As a result, children quickly feel settled and are happy to be left by their parents. Children develop safe practices because the staff remind them of simple rules such as not rocking on chairs or putting too much food into their mouth. All children participate in routine hand-washing throughout the day. They know that fruit is good for them and become aware of their bodies during a topic about 'Ourselves'. During snacks and meal times children are encouraged to feed themselves as they sit at child-sized tables or in high chairs according to their age and developmental stage. However, older children's independence is not fully promoted because they are not encouraged to serve themselves or to pour their own drinks. Routine cleaning procedures means that the children are protected from the cross contamination of germs.

Children are generally well-behaved because staff manage this appropriately. For example, they remind children of the dangers of throwing small plastic balls indoors. Children have good self-esteem because they receive praise. The rooms are set out to allow children to move freely between planned activities and to access toys at will. As a result, they are confident to make choices. Children join in with familiar rhymes at circle time and can match some action to words. However, this activity is too long and does not meet the developmental needs of the children under two years of age. Staff use everyday routines to help children learn, for example, identifying the colour of the plates at meal times. Babies are confident to communicate by babbling and using gestures. All children benefit because staff are multi-lingual and model the English language accompanied by actions. For example, using 'pull', 'push' and 'twist' as they show older children how to use a glue stick. As a result, children are developing a good command of the English language. Younger children have access to a range of developmentally appropriate toys and spend time exploring their environment. For example, placing small plastic balls into a shape sorter and stacking containers.

Children have access to a range of resources and tools to enable them to be creative. However, they tend to use the resources and colouring sheets put out by staff. Therefore, their creativity is not fully promoted. Children have access at all times to books and enjoy stories that staff read to them. A few older and more able children can identify the first letter of their name as they write this on a blackboard and others can independently write their name. Children learn about those who are different to themselves as they celebrate festivals and religious events throughout the year. Children show that they are developing their hand-eye coordination as they pour sand into different containers.

Staff explain how they plan for the children and documentation confirms this.

However, this generally consists of group planning which is not always appropriate to the babies and children under two years; although staff can explain how they adapt some activities to meet their needs. Some planned activities are evaluated to ensure that the learning intentions are met. However, this information is not always used to effectively to inform future learning opportunities. Children's developmental records include observations by staff, comments from parents and evidence of children's work. The information is used to identify children's progress and the next steps in their learning and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

Met