

Al-Falah The Sunflower Nursery

57 Empress Avenue, Ilford, Essex, IG1 3DE

Inspection date	21/08/2013
Previous inspection date	16/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff interact well with children and they have built strong, caring affectionate relationships with them.
- Children's needs are met effectively as staff provide activities that support their learning and development from their starting points.
- Staff have a good understanding of the necessary safeguarding procedures to follow, which means they understand how to protect children.
- Staff work closely with parents, including carrying out home visits, holding parents' meetings and workshops for parents.

It is not yet outstanding because

- The nursery does not fully reflect diversity through everyday play in all areas to help children understand more about the social world around them.

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.

Inspection activities

- The inspector observed children's play and staff interaction indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector held discussions with the manager and talked with staff.

Inspector

Caroline Preston

Full Report

Information about the setting

Al-Falah The Sunflower Nursery originally opened in 1997 and re-registered under new management in 2007. The nursery operates from four rooms in a converted house in Ilford, Essex. There is a fully enclosed outside play area. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. It is registered on the Early Years Register and there are currently 50 children on roll. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and supports children who speak English as an additional language. The nursery is in receipt of free early education funding for children aged two, three and four years. The nursery employs 11 members of staff. Most hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- increase the range and quality of resources reflecting the wider world in everyday play.

Inspection judgements

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

Staff provide children with a good range of activities and learning experiences that support their development in all areas. Staff observe and assess children's starting points effectively. They use this information to plan for the children's future development and to identify any additional needs children may have to meet their specific requirements. Staff include parents by requesting that they contribute to their child's initial assessments. Staff support children in their development of communication and language skills, by talking and engaging with them and reading stories to them. Staff support children who are learning English as an additional language by obtaining key words from parents and by using picture cards. Staff have bilingual skills so speak to children in both English and their home language. Children take part in singing activities, which include nursery rhymes in different languages. This develops creative skills and confidence as children sing together outside in the garden. Staff support this by introducing songs from their own cultural backgrounds such as French and songs from Bangladesh. However, there are too few resources in all play areas to reflect differences and support children's awareness of others in the wider social community. Staff provide daily opportunities for physical exercise by offering the children resources such as bicycles and outdoor play resources.

Staff support children's personal, social and emotional development through encouraging

and praising children as they play. Staff teach children about behaviour boundaries so they are respectful towards each other. Children share and take turns, for example during chalking and painting activities. Children begin to develop early writing skills as they use pens and pencils to draw and make marks with. Staff sit with children and encourage them to paint using different colours. Staff provide opportunities during mealtimes for children to count the plates and cutlery they need for the amount of children present. This supports early mathematics skills. Staff provide large building bricks so that children can build and construct in the 'den' in the garden. Children enjoy model making as they use a variety of different resources to build their own models. This supports all the areas of development, as children create and use language to discuss what they are doing. Children express their ideas and thoughts and use mathematics to calculate the size and shape of their model. Children work in small groups so build relationships and social skills.

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

The key person system is well established as staff know the children well. They support children to settle and feel safe in the nursery. This helps children build attachments and develop self-confidence. Staff are good role models to the children as they talk to each other, children and parents respectfully. Children behave well as they learn the nursery's behaviour rules, which are reinforced by staff. Children learn to tolerate each other's differences through the celebration of different festivals. Staff teach children about safety before going out on trips. They discuss stranger danger and road safety to develop children's awareness of keeping themselves safe.

Staff provide daily outdoor play so that children can exercise and play in the fresh air. Staff talk to children during lunchtimes about the healthy foods they are eating, such as the vegetables and how good they are for their bodies. Staff encourage children to learn about personal hygiene as they talk to them about the importance of hand washing. The nursery is well resourced and children have many good opportunities to learn and develop both inside and outdoors. This helps prepare children for school. Staff support children's transitions into school by taking children to visit their new schools and teachers. Staff also read books and make books about school with the children.

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

Leadership and management of the nursery are effective in monitoring the educational programmes to make sure they support the needs of every child. The manager reviews children's profiles and staff's planning of activities around the seven areas of learning. She also observes staff with children, offering them feedback during supervisions. This means that children are offered good learning opportunities and staff are able to progress further through training.

Staff have a good understanding of safeguarding procedures and know how to follow procedures correctly. The manager makes sure that staffing arrangements meet the needs

of the children and their safety. Staff to child ratios are always maintained throughout the nursery. Staff complete risk assessments, which helps to ensure all areas of the nursery are safe for children. Recently the nursery has had a loft conversion, which is used as a staff room only. The manager carried out a risk assessment and informed parents about the building work, which had no impact on the care and well-being of the children. All fire safety equipment has been checked and is in place and building works have been signed off as part of the nursery's safety measures. The nursery holds current public liability insurance and all staff are first aid trained.

Strong self-evaluation helps the nursery to offer improved practice and meet the needs of the children. Staff have all attended various training workshops throughout the year. The new staff room offers staff improved space away from the children during breaks. Effective partnership with parents means they are fully involved in their child's learning. The nursery offers parents different training workshops, regular progress meetings, graduation days, fun days and new coffee mornings. Staff have good relationships with outside agencies so are able to support children with special educational and or/disabilities effectively.

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

Unique reference number	EY363296
Local authority	Redbridge
Inspection number	927781
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	50
Name of provider	Fatima Juneja
Date of previous inspection	16/01/2009
Telephone number	02085 546 556

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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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