

Rahma Childcare

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

Inspection date	23/09/2013
Previous inspection date	16/03/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The educational programme is not adequately monitored resulting in a lack of depth and breadth, leading to limited challenge for children to make consistent progress.
- The roles and responsibilities of the provider, manager and staff are unclear. As a result, learning and development requirements are not met and the key person system is not effective.
- Observations and assessments of children's learning and development are inconsistent and are not use effectively to inform planning to extend children's learning and support their progress.
- There is no current evaluation of the nursery's strengths and weaknesses and so there are no plans or targets in place to strive for improvement.

It has the following strengths

- Staff work closely with parents and external services to support children who have identified special educational needs and/or disabilities to make progress.
- Relationships between children, parents and staff are warm and friendly. Parents say their children are happy in the nursery.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted an inspection of the premises with the manager. This included the baby room, toddler room, pre-school room, bathroom and kitchen facilities and the outdoor provision.
- The inspector spoke with staff from each room and held meetings with the registered provider and the manager.
- The inspector looked at children's observational assessment records and related planning for children's progress.
- The inspector interacted with and observed children's play and care routines, seeking the views of children.
- The inspector sampled documentation, including information used to assess the suitability of staff together with evidence of their qualifications and training.
- The inspector viewed feedback records of local authority visits and sampled documents including risk assessments, accident and medication records.
- The inspector conducted a joint observation with the manager, of the tea time snack.
- The inspector also took into account the views of parents and carers spoken to during the inspection.

Inspector

Angela Hufton

Full Report**Information about 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. There are currently 18 children attending in the Early Years Foundation Stage, some in part-time places.

The setting is open each weekday from 8am 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 and children with special educational needs and/or disabilities. The setting employs six staff. Of these, five hold appropriate early years qualifications, including the manager and deputy, and one is working towards a qualification.

What the setting needs to do to improve further**To meet the requirements of the Early Years Foundation Stage the provider must:**

- make use of ongoing observation and assessment of each child's progress against all seven areas of learning; taking account of their starting points, age and stage of development and use this information to identify the next steps in their learning
- ensure each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity, both indoors and outdoors
- ensure that staff use information about children's next steps in learning and their interests to plan an enjoyable and challenging experience for each child, across all areas of learning and development, using careful monitoring and analysis to quickly identify any gaps in children's development
- ensure staff have a clear understanding of their roles and responsibilities, with particular regard to where staff are covering other roles and where staff changes occur, so that the key person system is effective.

Inspection judgements

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

Planning for children's learning lacks depth and breadth and is inconsistent. Circumstances leading to the lack of clear leadership and management means staff have not monitored the quality of the planning. Also, observation and assessment of children's progress has been poor. The staff have a suitable understanding of the learning and development requirements. However, not all staff consistently ensure all areas of learning are covered with sufficient depth or provide adequate challenge when engaging with children. The manager has re-established regular observations of children as they play. She is working with staff to use this information more effectively to plan for individual children's next steps in their learning. However, this is at a very early stage and has yet to impact on the quality of children's learning. Although the planning for each child is beginning to be tailored to their individual needs, the quality of teaching is not consistent enough to extend some areas of children's learning. For example, staff do not skilfully question children by using lots of open-ended questions to challenge their thinking. Staff use a lot of closed questions that only require a 'yes' or 'no' answer, such as 'Are you going to use your fork?' This does not ensure children are consistently challenged in their thinking or that their communication and language development is extended. There is a suitable space for outdoor play, however, this is not used imaginatively or effectively to extend children's learning. While children have fun playing on the trampoline, using the sit and ride cars or using the playhouse for their games, there are missed opportunities to link these to learning and challenge and to extend children's progress. For example, while staff help support children to look at how they can rotate a hoop using their bodies, this is not explored further, and consequently, children drift to another activity. There is insufficient balance between child-led and adult-led activities. While staff try and follow children's lead and support them in activities that interest them this means that children are not challenged to extend their interests and learning through purposeful planned, adult-led activities.

Prior to admission into the nursery, staff obtain information from parents to aid their settling-in. Staff complete the required 'progress check at age two' and a written summary is provided for parents. Children who may require additional support in their learning and development are identified through the assessment process. They are referred to the nursery's special educational needs coordinator who obtains professional support as needed. The staff work with parents to share information regarding their child's learning at home, supporting staff to have a rounded view of the children in their care. In the under-two's room, young children explore their environment confidently and choose from a suitable range of resources that are stored on the floor or on low-level shelves and are easily accessible to them. Babies select rattles and toddlers choose from a selection of cars. Young children's early communication skills are fostered because staff satisfactorily engage them in stories and songs and respond appropriately to their babble and words. Babies' physical skills are appropriately supported; they use a range of movements as they pull themselves up on the furniture, and there is ample space for babies to crawl.

Children have suitable access to tools, such as, chinks, pencils and crayons to develop

early writing skills. Young children practise their early writing as they draw with chalks on the boards in the outdoor area. They work on both large and small scales while they create pictures and construct models. Children's mathematical development is satisfactorily supported through a range of self-chosen activities. For example, children learn about weight and measure as they play in the sand tray and engage in tipping and filling activities. They develop their understanding of shape and size as they use different shaped bricks to construct towers. In addition, children show an awareness of positional language, such as 'up' and 'down' as they play on the trampoline or in the playhouse. A suitable range of small world and role-play resources provide children with opportunities to try out different roles, such as being a fire fighter.

Equality and diversity is well-promoted because inclusion is given a high priority within the nursery. Effective partnerships between parents and other professionals ensure children with special educational needs and/or disabilities, and children for whom English is an additional language are well supported. The nursery has an adequate range of resources and equipment to support children's understanding and acceptance of the diversity of the world in which they live. Furthermore, children take part in a wide variety of activities that help them to learn about different festivals, such as Eid and Diwali. Staff provide positive role models and use their own language and culture to help the children learn and value the similarities and differences they have.

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

There is a key person in place for each child and the effectiveness of this is being re-established following the recent lack of leadership. However, the changing of staff's roles and responsibilities has led to changes in children's key person. This does not adequately support children developing emotional bonds and receiving clear and consistent messages. However, due to the low numbers of children currently cared for, they have developed suitable relationships with all of the staff. Parents' wishes are valued, such as by following familiar routines from home, and staff support children to feel settled by using their home language. Babies and toddlers respond warmly to staff, choosing to go for cuddles or asking for help. Individual settling-in procedures ensure staff can support the children when they start at the nursery. Consequently, children separate well from their main carers and settle appropriately.

There is a suitable range of age-appropriate resources that are generally well-maintained and safe for children to enjoy both indoors and outdoors. These include a good range of books, particularly in the pre-school room. Toys and resources are stored within easy reach of the children to promote their independence. A range of dressing-up clothes in the toddler room supports children's imagination. However, the ineffectiveness of planning, assessment and teaching, inhibits how well children can develop and learn.

Staff conduct a daily check of the premises and children's safety and well-being are promoted because these checks identify potential hazards that pose a risk to children's safety. Gates are used at the tops and bottom of the steps in the outdoor play area and young children are reminded to hold onto the handrail as they go down the steps to play in the outdoor area. This helps keep children safe. The nursery conducts regular

emergency evacuation practises to ensure that children know how to respond in an emergency, such as a fire. Children are suitably well behaved because staff implement consistent strategies and offer children explanations and lots of praise. As a result, children learn the behaviour expectations of the nursery. Children are happy and content throughout the nursery. They interact positively with the adults and play alongside and with the other children.

Children's health is adequately promoted by the nursery. Staff try and ensure the menus are healthy, nutritious and meet the individual cultural and dietary needs of each child. As a result, children eat a vegetarian diet with lots of fresh fruit and vegetables available daily. Children are beginning to manage their own personal care needs, young children are starting to feed themselves and older children use their cutlery competently. In addition, children are supported by staff as they serve themselves snacks. Children's self-care skills are satisfactorily fostered throughout the nursery. For example, children are supported to pour their own drinks at meal times. The regular access to the outdoor area helps to provide fresh air and exercise for children, supporting them to develop and awareness of a healthy lifestyle. However, planned use of the outdoor to extend children's learning is limited and they are not challenged to use the space and resources imaginatively. Once children are ready to move onto the next stage in their learning, such as school, there are suitable arrangements in place to support them. The children's transition records are shared with schools and the teachers are welcomed into the nursery. This helps children to have a smooth transition into their new setting and ensure that teachers are well informed to support their individual needs.

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

The inspection was brought forward due to concerns received about the quality of the provision, in particular, children's learning experiences. The leaders and manager in the nursery have not maintained adequate monitoring of the educational provision. As a result, there are several breaches of the learning and development requirements. Due to unforeseen circumstances the leader and manager were both absent for an extended period. However, the remaining staff were not sufficiently confident in their roles and lacked the leadership skills to maintain a quality learning environment for all children. Consequently, there are significant gaps in children's progress and development. While the leader and manager understand this they have yet to take action to ensure staff have sufficient understanding of their roles and responsibilities. In addition, evaluation of the provision's strengths and weaknesses is limited. Children do not benefit from a continually improving setting because actions taken, including since the last inspection, are not concerted and effective to sustain and improve the quality of the provision for all children.

Robust recruitment procedures ensure staff are vetted and suitable to work with children. Safeguarding and child protection are a high priority for the setting and they have very strong procedures in place. All staff have attended safeguarding training, which ensures they are aware of the possible signs of abuse and the procedure to follow if they are concerned about the welfare of any child in their care. Staff attend regular additional training on specific aspects of child protection, such as the links with domestic violence,

ensuring they are able to protect children in these circumstances. Furthermore, staff are very clear about the procedure they would follow should there be any allegations regarding the adults within the nursery. Most staff are trained to administer first aid; therefore, there is always a first aider on-site when children are present. Accident and medication forms are completed and signed by parents. The leader and manager monitors the performance of staff through regular reviews to identify training needs, and all staff regularly attend additional training. However, due to the lack of leadership for a time, these reviews have been delayed, and consequently, add to the lack of sustained improvement.

Partnerships with parents are clearly a strength of the nursery. Parents state they feel involved in their child's care and development and are complimentary about the nursery and the staff. They say their children are happy in the staff's care and that staff are approachable when they need advice and support. Parents feel they are well informed about their child's day through informal chats at the beginning and end of the day and the daily sheets. Partnerships with other professionals are equally effective. For example, the staff work closely with their local authority development worker and the speech and language team who visit the nursery on a regular basis to work with children who require additional support with their communication and language skills. Staff have a sound understanding of the advantage of liaising with other early years providers and local schools, in order to meet children's individual needs and help support continuity in their learning.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY393154
Local authority	Leicester City
Inspection number	932788
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	18
Name of provider	Somali Development Services Ltd
Date of previous inspection	16/03/2010
Telephone number	01162855888

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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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