

Inspection date

21 March 2018

Previous inspection date

18 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders are not fully effective in using their staff supervision systems to promote consistently good teaching.
- Some activities and areas of the setting are not planned or resourced well enough to enable children, particularly older children to explore, become curious or think critically.
- Staff do not consistently use what they know about children's learning and interests to promptly adapt their teaching to help children make good progress.
- Staff have not fully considered how to help parents, particularly those who speak English as an additional language, become familiar with all the setting's policies and practices, including the use of mobile phones and cameras in the setting.

It has the following strengths

- The provider and manager place a strong emphasis on providing childcare which supports the local community. They understand the needs of the local community and provide a flexible and caring approach to children and their families.
- Staff provide good support to children who speak English as an additional language. They take time to introduce and explain new words, and encourage children to repeat these as they play.
- Children learn about the similarities and differences between themselves and others. Staff encourage parents and the wider community to share their knowledge of customs and celebrations. This helps to enrich children's understanding of the lives of others.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ implement effective supervision procedures for staff to promote continual improvement in the quality of teaching	13/04/2018
■ ensure the learning environment in all areas of the setting provides all children with appropriately and well-planned resourced activities that encourage them to explore and develop their curiosity	13/04/2018
■ use information about children's learning and interests to promptly adapt teaching to help children make good progress	13/04/2018
■ ensure parents, particularly those who speak English as an additional language, become familiar with all the setting's policies and practices, including the use of mobile phones and cameras.	13/04/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting's manager.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Millward

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and staff actively encourage parents to find out more about what their children are learning. For example, they invite parents to accompany their children on weekly visits. However, parents, including those who speak English as an additional language, do not always receive sufficient support to fully understand the setting's policies and practices, such as the use of mobile phones and cameras during such visits. The arrangements for safeguarding are effective. Staff receive training to recognise and report any concerns they may have about a child's welfare. The provider and manager have introduced a system to evaluate the quality of their provision. They include the views of parents and staff in this. For example, they have recently reviewed the safety of the premises and used their findings to make improvements.

Quality of teaching, learning and assessment requires improvement

Staff plan activities across all areas of learning. However, teaching is not consistent enough to secure progress for all children. Some activities take account of children's interests. For example, younger children enthusiastically use musical instruments to explore sounds. Older children enjoy playing alongside younger children but have fewer opportunities to engage in stimulating activities which encourage them to become curious and ask questions. Staff observe and assess children's progress but do not consistently use this information to extend children's learning as they play. For example, staff frequently ask children to name colours and use numbers that they know rather than extend their knowledge further. Staff supervision systems have not provided focused support to help them improve their teaching skills.

Personal development, behaviour and welfare require improvement

Staff develop good relationships with children and their parents. They warmly welcome them and spend time sharing their achievements at the end of the session. Staff help children to learn about how to care for their bodies. For example, they have introduced daily teeth brushing after snack, and work with parents to promote this at home. Children have many opportunities to learn about their own community. For example, they enjoy visits to the local park, library and shops. Children are encouraged to develop their independence and choose their play. However, the range of resources, particularly for older children, is not always sufficiently stimulating to motivate them to explore and be creative. Staff consistently reinforce positive behaviour with praise and encouragement.

Outcomes for children require improvement

Most children develop some key skills which will help them in their next stage of learning, including their eventual move on to school. However, they are not fully supported to make enough progress. Children behave well. They learn to take turns and follow daily routines, such as preparing for lunch and outdoor play. Children who speak English as an additional language confidently use new words and phrases to express their ideas and views.

Setting details

Unique reference number	EY393154
Local authority	Leicester City
Inspection number	1104954
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	22
Name of registered person	Somali Development Services Ltd.
Registered person unique reference number	RP905118
Date of previous inspection	18 September 2014
Telephone number	01162855888

Rahma Childcare registered in 2009. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The setting opens Monday to Friday from 8.30am until 5.30pm, term time only. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 assesses 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 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

