

Rahma Childcare

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



Inspection date	9 January 2019
Previous inspection date	21 March 2018

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

Summary of key findings for parents

This provision is good

- The manager and staff have addressed actions raised at the last inspection and have made significant improvements to practice. The manager supports staff well, for example, through one-to-one meetings. Children make good progress in their learning.
- Staff support children well who speak English as an additional language. They use key words in children's home language that helps them to develop their understanding. Parents who speak English as an additional language are made aware of the policies and practice at the nursery.
- Staff have procedures in place that help children to learn about how they can keep themselves safe. When they take children into the community, such as the park, they talk to them about road safety.
- Staff supervise children well. They stand close to the younger children when they climb steps on a slide and are available to offer support if needed.
- Children arrive happy and demonstrate that they are emotionally secure. They enjoy playing with friends and staff, and demonstrate good social skills.
- Staff work hard to establish a positive relationship with parents. They speak daily and share information about their children's learning and development.
- Staff do not consistently gather information about children's abilities on entry. They do not plan as precisely as possible for children's learning at the start of their placement.
- Staff have improved their teaching skills considerably since the last inspection. However, the manager has not explored further opportunities to help raise the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- gather more information about children's prior learning and experiences on entry to help staff plan more precisely and to provide opportunities for children to achieve at the highest levels
- explore a wider range of opportunities for continuous professional development for staff, that is sharply focused on raising the quality of teaching to an outstanding level.

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 nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs that may suggest a child is at risk of harm. The manager provides information through visual displays to parents and visitors, about how children's safety is promoted in the nursery. Safety checks are completed prior to children arriving and hazards are removed. Recruitment procedures are robust. A thorough induction procedure for new staff, helps to ensure that they are suitable in their role. When children move on to school, the manager and staff share information about children's learning and development. This helps with their continued learning. Staff support parents to make decisions about the schools their children will attend. The manager receives support from the local authority to help identify and implement changes to the outdoor area. This helps to improve experiences for children that reflects their interests and helps them to be motivated to learn.

Quality of teaching, learning and assessment is good

Staff observe and assess children's learning. They identify what children need to learn next. Children have opportunities to choose resources and also to join in planned activities. Staff provide plenty of opportunities for children to develop their communication and language skills. They sing nursery rhymes with children, helping them to learn rhyming words. Staff share books with children and point out images on the page. They ask children a good range of questions to help them to extend their thinking skills and to share their knowledge. When children make a snowman using dough, staff provide them with a range of resources, such as beads and ribbon. This helps children to develop their creative skills. Parents say that their children talk positively about the nursery and their friends when they are at home.

Personal development, behaviour and welfare are good

Children behave well and develop a good understanding of the routine of the day. Older children share jokes with the staff. This shows the good relationship they have with them. Children enjoy being physically active. Staff take children to use the host community centre's soft-play facilities. Children move confidently across an obstacle course, demonstrating their balance and coordination. Staff provide children with plenty of resources and toys that children access independently to promote their interests. Staff find out about children's medical and dietary requirements when they first start attending. They provide opportunities for children to clean their teeth after mealtimes, promoting good oral hygiene.

Outcomes for children are good

Children use mathematical language in their play. They count to four before they jump off soft-play shapes. Children demonstrate good hand-to-eye coordination. They use tools for a purpose, such as spades to scoop and pour sand. Children develop the muscles in their hands, for example, when they place pegs in a board and roll dough in their hands. This helps them in preparation for early writing skills. Children learn about different cultures and develop their awareness of the wider world. They make good progress in their learning and develop skills for future learning.

Setting details

Unique reference number	EY393154
Local authority	Leicester
Inspection number	10084834
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	50
Number of children on roll	14
Name of registered person	Somali Development Services CIC
Registered person unique reference number	RP905118
Date of previous inspection	21 March 2018
Telephone number	01162855888

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

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