

Al-Ashraf Nursery

Inspection report for early years provision

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Inspector Fiona Robinson

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Al-Ashraf Nursery is run by the trustees of Al-Madani Educational Trust. It opened in 1999, registered with Ofsted in 2001 and moved into its current premises in 2006. There is disability access to the building. It is situated in the Al-Ashraf Cultural Centre near the centre of the city of Gloucester. It operates from rooms in the refurbished building that provide separate areas for children from two to under five years of age. They share access to a secure, enclosed, outdoor play area.

A maximum of 50 children may attend the nursery at any one time. There are currently 44 children on roll, of whom 28 receive funding. The setting is registered on the early years register and is open each weekday during the school terms and for part of Ramadan. Children of three to five years of age attend daily from 8.45am to noon. Children who are two to three years old attend daily from 12.30pm to 3.30pm. A mother and toddler group also meets from 1.00pm to 3.00pm on Mondays and Wednesdays. Children mostly come from within the local area. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs eight members of staff and a teacher of Arabic, who works with the children. Most of the staff hold appropriate early years qualifications and six are working towards a further qualification. All staff speak at least two languages.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are knowledgeable about the children in their care and treat them all equally. Activities are well-organised and children respond well to the support they are given. There are good partnerships with parents and the host school, and information is shared effectively. The manager and staff have a clear idea of the strengths of the setting and areas for improvement, such as developing the layout and organisation of the outdoor area to provide more opportunities for outdoor play and problem solving experiences. There is a good commitment to continued improvement.

What steps need to be taken to improve provision further?

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

- develop further the layout, organisation and resources for the outdoor area to provide more opportunities for problem solving, physical play and sensory play.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of safeguarding and child protection issues. The children are cared for in a secure setting and risk assessments are carried out regularly to minimise danger. There are robust systems in place for parents to follow when collecting their children and staff are aware of their responsibilities to look after the children in their care. Staff are deployed effectively so that children are supervised at all times. There are rigorous staff recruitment and vetting procedures to check the suitability of those adults working with the children. Children have access to a good range of safe and suitable resources in all rooms. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine. Comprehensive policies and procedures are fully implemented in a well-maintained setting.

There is positive feedback from parents who say they are kept well-informed of their children's achievements and progress. Clear, comprehensive information is shared with parents through daily discussions, the parent's notice board and an open door policy. They say that their children enjoy coming to the pre-school, because staff are open and friendly and the children experience a wide range of activities in a bright, stimulating environment. Staff work well in partnership with parents and carers, and the children's learning experiences are shared on a regular basis. Parents are actively encouraged to become involved in their child's learning and receive regular newsletters outlining what the children will be doing. They are given ideas on how to support this at home, for example by talking about colours and shapes around the home. The setting also benefits from good links with the host school and the sharing of the outdoor resources and playground. Information is also shared effectively with the Foundation Stage staff. There are good links with outside agencies to support children with special educational needs and/or disabilities.

The nursery is well-led and managed. Staff meet together regularly to discuss planning and key staff evaluate children's individual learning journeys. They demonstrate a firm commitment to the development of good quality practice. They work well as a team and show great care and sensitivity to children with special educational needs and/or disabilities, and those with English as an additional language. They clearly identify what works well and outline areas for improvement. The current layout and resources for the outdoor area of learning means that some opportunities to develop problem solving experiences, sensory and physical play are not fully utilised.

Good progress has been made in addressing the recommendations of the previous inspection. In particular, indoor resources have been improved to enhance children's experiences in the physical area of learning. Good self-evaluation systems help to ensure that activities and experiences have a positive impact on the children's development. Staff take the views of parents and children into consideration when identifying priorities for development and resources to support learning. Staff actively promote equality and diversity and work hard to ensure that all children are integrated and included in activities. They ensure that existing

resources indoors are used effectively to meet the needs of the children. They regularly monitor activities and work hard to improve their practice by accessing relevant training courses.

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

There is well-planned, purposeful play and staff have a good understanding of the children's interests and build these into the themes and topics. Staff evaluate their planning carefully and use the information gained to help children to further develop their skills. They are developing further new systems for monitoring and recording the achievements of the children in their learning journeys. Children are keen to explore their environment and achieve well because activities are well-planned. Children are able to access the outdoor area of learning, however the layout, organisation and resourcing of this area is currently not fully utilised to further develop and enhance children's learning experiences in all areas.

Children behave well and are kind, thoughtful and considerate of each other. They all help with the tidying up routine, giving them a sense of responsibility. Their independence is actively promoted and staff encourage them to make choices in what activities they do and how they do it. Staff have high expectations of children's behaviour and are very good role models. Clear boundaries are in place, such as not running indoors. Children learn to take turns, share play resources and to be respectful. Principles of Islam are incorporated into the daily routine and promote children's awareness of their culture, the wider community and beliefs of others. Staff praise the children to build their self-esteem and confidence, for example when they attempt activities and take turns on the slide.

Children are developing a good understanding of keeping healthy and safe. They learn about healthy eating at snack time which is a pleasant, social occasion when children and staff sit together. They enjoy preparing their own fruit salads and banana smoothies and choose healthy fillings for their sandwiches. They pour their own drinks and independence is promoted well as they engage in physical play in the indoor and outdoor environments. They learn to use tools as they construct models of cars and lorries as part of a topic on transport. They benefit from talks about safety from the fireman and community police officer. There is good inclusion in celebrations such as the Chinese New Year and Eid, and the children are keen to learn about foods from different countries and cultures such as Egypt, Spain and India.

Children are happy and settled in the nursery and experience interesting and varied practical and play opportunities. They develop their creative skills well as they build a big fire engine out of boxes for role play in the outdoor area. They are keen to explore the different colours of the rainbow and experience how colours mix and form other colours. They learn about the importance of water and not to waste it. They have lots of fun playing in the sand and riding bikes and scooters in the outdoor area. They are keen to explore their five senses and made a feely book in which they pasted soft, rough, hard, fluffy and smooth things to feel and discuss. They enjoy listening to stories such as 'We're Going on a Bear Hunt' and

most children can write their own names and count up to ten and beyond. They achieve well in their work on sounds and letters and make good progress in their learning of the Arabic alphabet (Takhti/Qaida). They enjoy practicing their computer skills and sing songs such as 'Five Little Ducklings' to practice their number skills. Most children recognise shapes such as triangles, squares, circles, pyramids and diamonds in their indoor and outdoor environments. They benefit from sensory walks in the park and visits to see the animals at nearby City Farm and Avon Valley Country Park. Topics such as autumn, winter and animals enrich their experiences. Overall, children are well-prepared for their next stage of learning in this stimulating and inclusive setting.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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