

Darul-Arqum Nursery

Inspection report for early years provision

Unique reference number	EY243957
Inspection date	16/11/2011
Inspector	Laura Hoyland

Setting address	Purlwell Lane, Batley, West Yorkshire, WF17 7NQ
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Type of setting	Childcare - Non-Domestic
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Darul-Arqum Pre-School is a privately owned and managed setting in Mount Pleasant, on the outskirts of Batley, West Yorkshire. It was registered in 2002 and operates from two rooms in a supplementary school building, referred to as Madrasah and all children have access to a secure outdoor area. The setting serves both the local and wider community.

Darul-Arqum Pre-School opens five days a week, term time only and sessions are from 9am until 12pm and 12.30pm until 3pm. The setting is registered for 26 children and there are currently 34 children on roll. The setting supports children with English as an additional language. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The setting employs five members of staff who work with the children. All of whom hold appropriate early years qualifications. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and acknowledged by the staff who provide a warm, welcoming and stimulating environment for all children. All staff ensure that children's welfare, learning and development needs are met and strive to develop effective planning systems which enables children to progress well in all six areas of learning. Staff are aware of their strengths and areas of weakness. They set realistic targets to drive continuous improvement and are striving to develop effective systems to ensure all children have personalised learning. The setting provides a safe and secure environment for all children and staff understand the importance of having robust policies and procedures in place. The setting has formed extremely strong links with parents, carers and other providers.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in a child's developmental progress and regularly review this approach
- review the daily planning and organisation with particular attention to group time.

The effectiveness of leadership and management of the early years provision

All staff have comprehensive knowledge of safeguarding issues and a high level of commitment to promoting children's safety. For example, the majority of staff have attended safeguarding training and all staff will have attended training by the end of the year. Staff are aware of the procedures to follow and who to contact in the event of a safeguarding issue. All staff have enhanced background checks and are suitable to work with children. This means that children are safe and secure while in the setting. The setting has detailed risk assessments ensuring that all areas in the setting and outside are safe for the children to access. This means that children can move around the setting safely and freely. Risk assessments for outings are comprehensively conducted which means that children are consistently safe when off the setting's premises.

Staff are very knowledgeable about the Early Years Foundation Stage and use this well to support children's learning. However, planning is not always used effectively to help staff identify children's next steps. The environment is well organised and accessible to all children. The staff uses resources accessed in the local community to promote children's development. For example, children go on nature walks in the local community when learning about autumn. Children access a wide range of learning opportunities and activities that support their learning and development in all six areas of learning.

Staff are aware of the setting's strengths and areas of weaknesses. They are able to prioritise aspects of the provision to ensure that there is continuous improvement. For example, staff are continually improving aspects of the communication, language and literacy for all the children and ensure that children are able to access resources in dual languages. The setting has addressed previous recommendations promptly and effectively. For example, comprehensive risk assessments have been developed to ensure risks to children are minimised both on and off the premises. This ensures children are safeguarded.

Staff have formed positive relationships with all parents and carers. They share information regarding children's welfare, learning and development on a regular basis. This is demonstrated through children's development records and verbal communication. Parents are involved in key decisions about the provision, for example, the setting's opening times were changed to allow parents time to drop siblings off at nearby local schools. Information is also shared with other providers. For example, staff have developed links with the local Children's Centre and work together to develop children's development. For instance, staff from the Children's Centre recently visited to promote dental awareness with the children. This means that parents, carers and other practitioners are involved in children's learning and development and each child is supported in working towards the early learning goals.

Staff ensure activities and learning opportunities are adapted to meet the needs of all children. For example, staff allow more able children to access the computers independently and develop their interest in information, communication

technology. Staff have good knowledge of each child's background and needs and discusses these with parents which means children's welfare requirements are well met.

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

Children are settled and eager to explore learning opportunities and their surroundings. They do this independently by self-selecting resources and asking to take part in activities. For example, children ask staff to read their favourite stories and then they read the stories to staff. This shows that children are developing their confidence and self-esteem. However, some children become restless at group time which impacts on other children's enjoyment. Children can access the outdoor environment at regular intervals during the sessions and are developing an awareness of how to keep themselves and others safe. For example, children know the boundaries where they can ride bicycles safely and that they do not go too fast. Staff understand children's individual needs and respond to these appropriately. This ensures children feel safe and secure.

Children follow good hygiene procedures by washing their hands before snacks, after toileting and after participating in creative activities. Children enjoy snacks provided by the staff and staff ensure that children's preferences and cultural preferences are incorporated into the snacks and that they are balanced and nutritious. Children exercise regularly using large apparatus to develop their large muscles and coordination skills. For example, children cautiously walk along balancing beams in the outdoor area. Children are keen to discuss exercise and demonstrate running, jumping and forward rolls while encouraging staff to copy them. This allows children to engage in physical activities and develop skills in using their bodies.

The staff regularly observe children and this enables a rich and stimulating environment to be created. Activities and learning opportunities are based on children's interests, age and stage of development and new experiences. For example, children engaged in playing with small wooden animals while talking about crocodiles; knowing that they live in the water in Malawi. Children readily access a wide range of mathematical games including dominoes, matching games, jigsaws and peg-boards. Staff ensure planning captures each child's interests ensuring that children develop new skills and are motivated to learn. This means children progress well in all six areas of the Early Years Foundation Stage.

Children display a strong sense of belonging in the setting and behave very well. This is because all staff regularly praise the children and give clear explanations of boundaries. Children work cooperatively with peers, which shows that they are developing respect for others. For example, children share paintbrushes when mark making with water on outside walls. Children also learn about other cultures and beliefs, this is because the staff provide a variety of resources and encourage children to learn about the community in which they live. Children have recently celebrated Eid with a party for the children and are planning to also celebrate

Christmas.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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