

Muhammadi Nursery

Inspection report for early years provision

Unique reference number 227211
Inspection date 12/11/2009
Inspector Jackie Nation

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Type of setting Childcare on non-domestic premises

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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

Muhammadi Nursery opened in 1998. The setting operates from a purpose built community building in the Balsall Heath area of Birmingham. Children are cared for in two main rooms and the setting has use of the sports hall. Children have access to an enclosed outdoor play area. The setting is easily accessible. The setting serves children and their families in the local and surrounding area. The setting provides an Islamic environment and is open to children of all faiths.

The setting is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register, they are registered for a maximum of 30 children from two to under eight years at any one time. The setting is open all year round. Opening times are from 9.00 am until 4.00 pm. There are currently 45 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The setting receives funding for early education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 12 members of staff, all of whom hold appropriate early years qualifications, with some staff currently undertaking early year's degrees. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for all children in the Early Years Foundation Stage attending this setting are outstanding. Inclusive practice lies at the heart of this calm and caring setting because staff recognise the uniqueness of every child attending. Highly effective partnerships between parents, providers and other agencies ensure children's needs are met and their protection assured. Plans for the future are well targeted and reflect rigorous monitoring and analysis. Consequently, the capacity for sustained improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the opportunities for children to fully participate and utilise equipment to promote their information and communication technology skills.

The effectiveness of leadership and management of the early years provision

High priority is given to safeguarding and protecting children. Staff demonstrate a comprehensive understanding of safeguarding issues and receive regular training. Children are safeguarded by robust recruitment and vetting procedures, including the successful induction of new staff. Children's health, safety and well-being are significantly enhanced by the robust and consistent implementation of policies, procedures and practice that are individual to the setting. Highly effective systems are in place to ensure children are safe and secure; comprehensive risk assessments cover all aspects of the setting and outings, and positive steps are taken to minimise risks to children. Staff are very successfully deployed to support children's learning and welfare. The manager has high aspirations for ongoing improvement and clear priorities that are driven by highly reflective and intuitive practice. There is a common sense of purpose between staff, who are excellent role models and set high standards which are embedded across all areas of practice. The processes for managing staffs professional development are well established to support their further development.

Children benefit and thrive in the setting because the environment is conducive to learning. Positive outcomes for children are attributed to the excellent use of space, resources and the highly effective deployment of staff. An interesting, well equipped environment successfully reflects children's backgrounds and the wider community. The setting places the promotion of equality of opportunity at the heart of all its work. Staff know the children well and they have an exceptional knowledge of their individual needs. All children are valued and engage in a wide range of activities and experiences, which help them to learn about and understand the society in which they live.

The setting has highly positive relationships with parents and carers. Parents are provided with a range of comprehensive information about the provision, including a wide range of policies and procedures, and a welcome pack. Parents are encouraged to share what they know about their child, particularly when they first start to attend. Well-established channels of communication between all partners involved with individual children successfully promote their learning, development and welfare. Parents are very well informed about all aspects of their child's achievement, well-being and development. They are encouraged to attend workshops and open days at the setting and information is provided about how parents can support all aspects of their child's learning at home. It is evident from discussions with parents that they appreciate what this setting achieves for their children.

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

Children are eager to attend this very welcoming and friendly setting. The exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. As a

result, children make significant gains in all aspects of their learning and development in relation to their starting points and capabilities. Staff have a very good understanding of the learning and development requirements and how young children learn and progress. Assessment through observations is rigorous and seen as integral to supporting children's progress. The information gained from observations is used to effectively guide planning, and meet the needs and abilities of individual children.

Children are happy, motivated and interested in the broad range of activities and take responsibility for choosing what they want to do. There is a good balance of adult-led and child-led activities that results in children being active learners, creative and able to think critically. Staff interaction is excellent and children work exceptionally well independently, and with their peers. Children respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration and are keen to share their ideas to staff and their peers.

Excellent emphasis is placed on children's personal, social and emotional development. Children quickly develop excellent social skills and a good disposition to learn. Children are very self-assured; they initiate ideas and speak with enthusiasm in a familiar group. Children are very keen to share their knowledge of numbers, counting, colour and shape names. They talk about an oval shape reminding them of an 'egg' and confidently point to shapes they recognise in the room. Children are encouraged to recognise their own name through self-registration and there are excellent opportunities for them to practise their mark-making skills. Some children are beginning to write their own name and are able to demonstrate their knowledge of letter sounds. Children enjoy singing songs and staff use a beat baby soft toy to enhance their learning of steady beats, actions and rhymes while having fun. Children access a comfy book area, participate in 'World book day' and take story books home each week to help develop their love of books. Children's creativity is fully supported with a superb variety of resources for collage, art and craft, music, dance and movement, role play and dressing up. Children's brilliant range of art work is evident all around the setting, including an autumn collage and paintings using various techniques. Excellent opportunities are provided for children to explore the local environment; they visit local shops and the library. Children explore and investigate using magnifying glasses to hunt for bugs and enjoy taking care of the pet rabbit, making sure it is well fed. There are good resources to help children develop their knowledge and understanding of technology, and computers and equipment in the listening area are easily accessible, but not always fully utilised to help children reach their full potential in this particular aspect of their learning. Children learn about the importance of fresh air and physical exercise because excellent attention is given to children's physical development.

High quality staff interaction and exemplary organisation of routines helps all children to gain a strong sense of security. Staff are highly skilled and sensitive in their management of children and their behaviour. Consequently, children demonstrate exceptionally positive behaviour and high levels of self-control. Relationships are very strong at all levels, children are kind to each other, and respect each other's differences. All children develop a very good understanding of

how to keep themselves safe through their good behaviour and their understanding of daily routines. Children have very good relationships with staff, they show that they feel safe and are confident to share concerns with staff. Children safely use a range of tools and equipment within the setting and know how to handle these in order to keep safe. Staff explain potential hazards to children, for example, while using hot water to dissolve jelly crystals. Excellent attention is given to preventing the spread of infection and children demonstrate a very good understanding of the importance of following good personal hygiene routines. Children develop a good understanding of healthy eating, they have fresh fruit at snack time and access drinking water throughout the day. Children know that drinking milk 'makes you strong' and that it contains 'calcium' which is good for their teeth and bones. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out and understand the importance of regular exercise as part of maintaining a healthy lifestyle. They perform warm up exercises before they manoeuvre their way around an obstacle course in the sports hall. Children play a full and active role in their learning. They have excellent levels of achievement, and demonstrate outstanding progress in developing the skills that will help them in the future and prepare them for their transition from the setting to school.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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