

# Rahma Childcare

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

<b>Inspection date</b>	18/09/2014
Previous inspection date	23/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are motivated to learn because practitioners are skilled at following children's interests. As a result, children are continually absorbed in purposeful play and make good progress.
- Children are effectively safeguarded because all practitioners are well informed about child protection issues and know how to keep children safe
- Practitioners have effective partnerships with parents, which makes a significant contribution to children's individual care, learning and development.
- The leadership and management team have made significant improvements since the last inspection and this has resulted in improved outcomes for the children in relation to their learning, development and well-being.

### It is not yet outstanding because

- Occasionally, babies and young children are not always given a broad enough range of opportunities to explore sensory play to support them to use their senses to discover, investigate and develop their thinking skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the practitioners and manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector took into account the views of parents through written statements and information included in the settings' own parent survey.

## Inspector

Dawn Larkin

## Full report

### Information about the setting

Rahma Childcare was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. The setting serves the local area and is accessible to all children. It operates from three rooms within the Somali Development Service in the Highfields area of Leicester and is managed by Somali Development Services Limited. There is an enclosed area available for outdoor play. The setting employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round, from 8.30am until 5.30pm. Children attend for a variety of sessions. There are currently two children attending who are in the early years age group. The setting supports a number of children who speak English as an additional language.

### What the setting needs to do to improve further

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

- develop opportunities for babies and young children to explore sensory play, for example, through the use of treasure baskets, to support them to use their senses to discover, investigate and develop their thinking skills.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good and consequently, children are making significant progress in their learning and development. This is because practitioners have a good knowledge and understanding of the Early Years Foundation Stage. Practitioners use their knowledge of children's interests and next steps for learning to offer good support and extend their learning. For example, babies that are just starting to walk are supported to practise this skill through the use of push along toys. Practitioners have a good awareness of the ways in which children learn best and provide them with opportunities to explore, investigate and to learn through first-hand experiences. Children enjoy attending the setting and are involved in learning through playing and exploring, which supports them to be active learners. Since the last inspection there have been improvements to planning systems to ensure each area of learning and development is implemented through a mix of adult-led and child-initiated activity. As a result, children are involved in purposeful play that supports their learning across the seven areas of learning both indoors and outdoors.

Communication and language is promoted well within the setting, because practitioners comment on what children and babies are doing and encourage eye contact by getting down to their level. Practitioners sing action songs that encourage children to join in with the actions as they become more confident with the songs. Children who speak English as an additional language have confidence to learn English because they have their home

language valued in the setting. For example, practitioners obtain basic words from parents in children's home language to ensure they communicate effectively and some practitioners are able to communicate in the children's home language. Parents are invited into the setting to play games or read stories in their home language and practitioners effectively support language development by pointing out key vocabulary. This promotes understanding and a sense of belonging for the children and supports children's confidence and communication skills. Babies and children make decisions for themselves and are becoming independent learners, because they can self-select from a wide range of activities across all areas of learning. Babies and children are given lots of time to explore toys and objects that interest them and practitioners effectively promote their learning by commenting upon what they are doing and asking effective questions. Older children enjoy extending their understanding of textures and materials through a range of sensory play. However, on occasions babies and young children are not always given a broad enough range of opportunities to explore sensory play. This because there is room to enhance experiences for babies and young children to explore sensory play, for example, through the use of treasure baskets, to promote their use their senses to discover, investigate and develop their thinking skills. Babies and children are developing an interest in books because practitioners provide the children with a good range of books and a cosy place to share them. Making marks and early writing is promoted well throughout the setting as babies and children are given many opportunities to record and practise these skills both inside and outside. For example, children enjoy making marks in the sand and using chinks to form shapes and symbols that are beginning to communicate meaning. Children are developing well in understanding of the world because they are given many opportunities to learn about the world around them. For example, they plant seeds and care for plants as they grow.

Children's individual learning journey records are maintained well and now contain information from parents on their starting points, regular assessment by the key person and tracking documents to support future plans for each child. Practitioners make accurate observations and assessments, identifying precise next steps to plan for children's future learning. This ensures practitioners have a good knowledge of children's development in all seven areas of learning. Consequently, practitioners provide children with a broad range of stimulating activities, ensuring they make good progress towards the early learning goals. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Parents are kept informed about their child's progress through daily communication and parents' evenings.

### **The contribution of the early years provision to the well-being of children**

Children develop strong bonds with their key persons and the whole staff team. This ensures children's well-being is good. Every child has a key person who supports a smooth move from home to the setting. Practitioners gather key information from parents and through observations during initial visits in order to get to know children's interests and individual care needs. Children are happy, displaying high levels of motivation and they are confident to access the activities available. Information is exchanged between practitioners at change over of shifts to ensure the key-person system is effective and children's needs are met. Practitioners are very sensitive to children's individual needs and

understand that some children may need additional support at times in order to feel comfortable and secure. For example, children who find transition times difficult are supported by individual procedures to support their well-being.

Practitioners promote children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. This is because children have access to regular fresh air and exercise during outdoor play along with healthy snacks. Practitioners encourage the children to manage independently when pouring their own drinks and serving their own snacks. Children are keen to try a good range of fruit and vegetables, because practitioners plan and provide activities to gain their interests in healthy eating. For example, children are involved in buying fruit from the local shops and preparing their own snacks. Practitioners' close supervision and encouragement contributes significantly to children's self-confidence and motivation to be independent. Children are learning good hygiene routines and know they must wash their hands after using the toilet and before eating. All children participate in regular fire drills, which supports their growing awareness of how to keep themselves safe.

Children's behaviour is good because the practitioners use a consistent approach and gentle reminders of the expectations for behaviour as required. As a result, children play and behave well because they understand what behaviour is expected of them. Practitioners offer lots of positive praise and recognition for children's efforts and achievements promoting their self esteem. Children's work and photographs are displayed throughout the setting, making them feel valued and acknowledged. The entrance hall contains information and displays for parents, which helps all children and their families to have a sense of belonging. The move to school is supported and managed through a good partnership with the local schools. This supports children to be emotionally ready for school.

### **The effectiveness of the leadership and management of the early years provision**

The manager has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures that safeguarding policies and procedures are in place. This covers the use of mobile phones in the setting. All practitioners understand the policies and procedures for safeguarding children and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. They are vigilant about the security of the premises and check all visitors before entry. The manager has appropriate systems in place to ensure those working with children are suitable to do so. For example, they gain references and complete Disclosure and Barring Service checks on all practitioners. They supervise children appropriately and carry out daily safety checks to ensure areas the children use are safe. Practitioners are deployed well to ensure children receive a good level of attention and support.

The setting has made significant improvement since the previous inspection by Ofsted. As a result, they have met all the actions raised for improvement. Advice and support from the local authority has supported the setting to implement the improvements raised at the

last inspection. Practitioners now make use of ongoing observations and assessments of each child's progress against all seven areas of learning. They take into account children's starting points, age and stage of development and use this information to identify the next steps in their learning. Practitioners use this information to plan and provide good levels of challenge and support in children's play taking into account their next steps for learning. This is supported through the use of 'possible lines of development' which identifies areas that children need to be supported or challenged in across the seven areas of learning. Children's development is now more carefully monitored and analysed to quickly identify any gaps in children's development. As a result, individual children's learning needs are identified and they are given targeted support as required. Through team meetings, training and induction for the whole staffing team all practitioners including management understand their roles, responsibilities and their accountability. This ensures their roles and responsibilities are clear, offering clear direction and challenge to the setting to secure improvement. Systems have been improved to ensure the key-person system is effective, because practitioners communicate with each other to ensure children's needs are met. The manager formally monitors practitioner's performance through appraisals, informally through observation and working alongside her team. The manager uses this information to identify training needs and target support. Practitioners are then supported to attend relevant courses in order to improve their knowledge and skills to further enhance the children's learning.

Self-evaluation is good and the manager and practitioners have a detailed approach to identify and prioritise strengths and weaknesses in the setting to drive continuous improvement. Suitable action plans are in place and implemented. The setting also incorporates the views of parents and other professionals to strengthen the self-evaluation process. Effective partnerships with parents ensure children make good progress in their learning and individual needs are addressed because there is two-way communication between home and the setting. Parents warmly praise the 'friendly and cooperative' staff team and the progress their children are making. To aid all children, good links have been established with outside agencies, including the local children's centre and local authority. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY393154
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	963347
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	2
<b>Name of provider</b>	Somali Development Services Ltd
<b>Date of previous inspection</b>	23/09/2013
<b>Telephone number</b>	01162855888

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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