

Akhter Early Learning Centre Nursery and Preschool



Akhter Early Learning Centre, 11 Perry Road, HARLOW, Essex CM18 7NS

Inspection date	13 November 2018
Previous inspection date	6 September 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Leadership and management of the nursery are strong. There is a positive commitment to evaluate and reflect on practice continually to secure improvement.
- Staff plan the safe and well-resourced environment well. They use their observations and knowledge of each child to provide challenging experiences. Their assessments support children's interests and their next steps for learning effectively.
- Children's physical skills are particularly well promoted. Children enjoy choosing exciting outdoor challenges in the fresh air. Children and babies also have ample indoor space to develop their mobility and explore a wider range of movements.
- Staff work very effectively with parents to involve them in their children's learning. This successful partnership helps to set meaningful targets for children's development. Parents praise the exchange of information and say they are delighted with the care and support their children receive.
- Management does not precisely monitor and analyse the progress made by children in the toddler rooms, to identify variations swiftly and raise achievements to the very highest level.
- At times, staff do not ensure that children are effectively engaged in their learning during larger group activities.
- Staff do not take every opportunity to help all children, including those who speak English as an additional language, communicate with confidence.

What the setting needs to do to improve further

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

- extend the existing monitoring systems to measure more closely the progress made by children in the toddler rooms and identify any variations, to help all children progress to the highest levels
- review the organisation of larger group activities to ensure children are fully able to engage in effective learning at these times
- explore more ways to enhance children's self-confidence when communicating, including children who speak English as an additional language.

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 carried out two joint observations with the nursery manager and viewed a sample of the children's online development records.
- The inspector held discussions with the nominated individual, manager, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written responses to surveys organised by the nursery.

Inspector

Pat Champion

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff receive an intensive induction programme to make sure they understand their responsibilities. They follow policies and procedures efficiently to keep children safe. The management and staff complete regular training to ensure that they have a good knowledge of what to do should they have a safeguarding concern. Staff are also encouraged to attend further courses to build on the level of their qualifications. The manager is now starting to monitor the progress of various groups of children. This means that staff have available information to help them plan focused activities for the children who need the most support. Additional funding is also spent wisely to provide resources that support children's personal, social and emotional development.

Quality of teaching, learning and assessment is good

Children benefit from motivated and enthusiastic staff who have a good knowledge of how children learn. Babies and children make independent choices and lead their play, indoors and outdoors. Staff use their good teaching skills and give children time to explore and solve problems. For example, they encourage children to count, sort and make comparisons of the various sizes, shapes and colours they see. This helps to promote their mathematical understanding. Staff constantly talk to children about what they are doing and use questions to challenge children's knowledge. Children concentrate well and enjoy the hands-on experience of planting seeds or exploring sensory materials. Staff provide parents with valuable information and complementary resources to support and strengthen children's learning at home.

Personal development, behaviour and welfare are good

Children arrive happily and are eager to see the staff and their friends. Staff value each child's uniqueness and are skilled at helping them to feel valued. This means that children show pride in their achievements and behave well. Staff show children how to share resources, take turns with toys and respect others. They actively promote children's awareness of how to lead a healthy lifestyle. Staff explain the importance of exercise and encourage children to talk about what types of food are good for them. Children follow good hygiene routines and understand why it is important to wash their hands after using the bathroom. Staff help children assess risks for themselves, such as prompting children to consider their safety when riding wheeled toys or moving chairs.

Outcomes for children are good

Children and babies develop an enthusiastic attitude to learning. They make good progress, including children who have lower starting points. Children are very inquisitive and keen to learn new things. They become independent individuals who develop good self-care skills. For example, they put on their own coats and shoes and learn to serve themselves at mealtimes. Children demonstrate good literacy skills. They talk about the different marks they make. Older children learn to recognise and write their name. Children are equipped with the key skills needed for future learning and the eventual move on to school.

Setting details

Unique reference number	EY491074
Local authority	Essex
Inspection number	10081443
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	124
Number of children on roll	114
Name of registered person	ABI Nurseries Limited
Registered person unique reference number	RP908367
Date of previous inspection	6 September 2016
Telephone number	01279 927020

Akhter Early Learning Centre Nursery and Preschool registered in 2015 and is run by ABI Nurseries Limited. The nursery employs 30 members of childcare staff. Of these, two staff hold an early years degree at level 6, three staff hold a qualification at level 5, two staff hold a qualification at level 4, 14 staff hold a qualification at level 3 and five staff hold a qualification at level 2. The nursery also employs a cook, housekeeper and an administrator. The nursery opens from Monday to Friday, for 51 weeks of the year. Opening times are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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