

## Difficulties Facing Nurseries to Meet the Ofsted Criteria's

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### Abstract

The aim of the study is to find the difficulties that the nurseries are facing to meet the Ofsted criteria's in England, and to investigate the reasons behind these problems also try to find practical solutions and recommendations to improve the services level of nurseries.

The samples of this study are two nurseries both of them are a few meters from each other, and under the same owner, yet nursery "B" was ranked outstanding and nursery "A" was ranked inadequate. In this study, will try to analyze and establish what and where things can be improved to meet the outstanding rank by Ofsted.

To collect data questionnaire was designed, using a Likert three points scale (agree, neither agree nor disagree, disagree) to estimate the approval of population of the study about the questionnaire paragraphs. However ranking and percentages used to analyze the data.

These results showed that a child parent's are co-operative with the nursery and treating each child individually depending on his/her needs is very important to improve the nursery services, also managers/staff regular meeting periodically and systematically to discuss what is going on inside the nursery and discuss plans effectively will positively reflect back on education outcomes in the nursery. On the other hand all staff believed that the nursery should have a co-operative relationship with other nurseries, private and government institutions to help the nursery to improve its services, although all staff agreed that everyone is working in a nursery should have knowledge regarding Ofsted and government educational standards to achieve outstanding rank and deliver very high quality services to children in the nursery.

However most of the staff in both nurseries agreed that staff should looking to gain higher qualification to improve their knowledge and be more professional in their work, and they didn't consider that children's different cultures is a barrier to deliver good and high quality services .

In light of the study results several recommendations were suggested such as inviting parents to become involved in the educational process, treating each child individually according to his/her needs, the director must treat all employees fairly, creating a strong relationship with local government and private institutions, a workshop for the nursery staff at the beginning of each academic year should be held to familiarize them with Ofsted frameworks and national standards to achieve outstanding rank.

### Introduction

The early years foundation stage (EYFS) in a child life is very important to gain a positive experiences in social and educational life, a child early years' experience should be happy, active, exciting , fun and secure.

In England the government offered three and four years old 15 of free hours nursery education for 38 weeks of the year since September 2010. Early Years education takes place in a variety of settings including state nursery schools, nursery classes and reception classes within primary schools, as well as settings outside the state sector such as voluntary pre-schools, privately run nurseries or child-minders. The first time the foundation stage introduced in England was in September 2000, and covered children's education from the age of 3 to the end of the reception year, in September 2008 when children are aged 5 early year's foundation stage become force, and each child has a Profile for his / her development and learning achievements at the end of the academic year in which they turn 5.( Assets.publishing,2017).

The nurseries faced have so many problems to meet the requirements of the Early Years Foundation Stage as well as the Ofsted criteria's. The samples of this study are two nurseries, first one get inspected in December 2015 and the report was published on 19 of January 2016. This inspection was 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 Kinder-garden is owned privately. The owner has two nurseries, the first one opened in 2003 and reregistered in 2011 as a limited company, and I will label it as nursery "B". A maximum of 64 children may attend the nursery at any one time. The nursery has a number of children with special educational needs and/or disabilities and a number of children who speak English as an additional language. The nursery employs 18 members of staff, all of whom hold early year's qualifications. The setting provides funded education for three and four year olds and funding for some two year olds in particular circumstances.

The other nursery was registered in 2014, which I will label as nursery "A". It has a total number of 50 places, and currently there are 76 children enrolled. The nursery employs 11 members of childcare staff, 10 of those hold appropriate early years qualifications that range from level 2 to level 6. The nursery provides funded early education for two-, three-and four-year-old children and the nursery has a number of children who speak English as an additional language.

As mentioned above, both nurseries are a few meters from each other, and under the same owner, yet nursery "B" was ranked outstanding and nursery "A" was ranked inadequate. This study will try to analyze and establish what and where things can be improved to meet the outstanding rank by Ofsted.

### **Importance of the study**

The importance of the study stems from the following points:

1. To help the nursery's managers and teachers find the problems behind their inadequate report by Ofsted.
2. Make a joint plan with teachers and managers to meet the Ofsted criteria's

### **Research problem and Questions**

This study will answer the main following question:

- 1- What are the Difficulties that the Nurseries are facing to meet the Ofsted criteria's?

In order to answer the main question, the study put forward the following sub questions:

- Is there a relationship between the difficulties that the Nurseries are facing to meet the Ofsted criteria's due to qualification
- Is there a relationship between the difficulties that the Nurseries are facing to meet the Ofsted criteria's due to number of years of experience

### **Definition of Terms**

Ofsted: is the Office for Standards in Education, Children's Services and Skills

Nursery: is the place to take care of children since the age of birth until the age of five years

Difficulties: plans and actions of nurseries' staff

Criteria: principle and standard accepted by of Ofsted

### **Study limitation**

-This study is limited to two nurseries, both owned by same owner

-The study concentrated on reasons behind failing to achieve an outstanding rank by Ofsted

-The time factor to submit the assignment during a certain period

-Countable words were an obstacle in the expansion of research however the research result discussed just the main question not sub ones, and answered it in general however who needs more information in details can find it in the supplements.

### **Literature review and previous studies**

“Childhood is the time for children to be in school and at play, to grow strong and confident with the love and encouragement of their family and an extended community of caring adults” - (UNICEF, 2016).

In 1782, Friedrich Froebel was born in Germany; he was a significant educator and one of the early founders of early childhood education and care. When Froebel was in his fifties he found his desire and created the

first kindergarten in 1837, a garden or nursery where children grow up and build their world and personality, supported by educated adults.

Froebel gave many reasons that the earliest years of a child's life are the most important in a child's education and future learning. He indicated that young children learn best through self-activity, talk and play. Froebel ideas were adopted and accepted by educators today, where they were refused in Froebel's time.

The word „kindergarten“ is widely known and used today, it consists of two words human (kinder) and natural (Garten) and it could mean both a 'garden of children' and a 'garden for children“ (TOVEY, 2013).

The term "nursery" has the same meaning of kindergarten and often used to cover a wide range of group settings for early years childcare.

Day nurseries offer childcare for children from six weeks to 5 years. Nursery schools and day nurseries can be managed by private businesses (self-employed), local authorities, charitable or public groups, schools, colleges or employers.

In England, nurseries work and supervised within the Early Years Foundation Stage (EYFS) Framework (Pacey, 2015) and all 3 to 4-year-olds in England can acquire 570 hours of free early education or childcare per year. It's typically taken as 15 hours a week for 38 weeks of the year and some of two year are entitled for free early education (Gov. 2016a).

The government now invited people to give their views on how they should provide an extended entitlement of up to 30 hours free child care for working parents of 3- and 4-year olds (Gov. 2016b).

Department of Education supervises education and children's services in England. Their goals are to offer a high education quality for children and young people, regardless of their background or family circumstances, and to keep the education in high standard. Department of education are supported by agencies and public bodies, one of the important agencies is Ofsted (Gov.2016c).

### *Ofsted*

“Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages”

Ofsted is independent and impartial, it's a member of the National Preventative Mechanism, it has around 1500 inspectors working in 8 regions throughout England. They carry out inspections and regulatory visits to schools, further education and skills provision, publish the results online and help providers that are not yet of good standards to improve, monitor their progress and share with them the best practice.

The Ofsted goal is to achieve excellence in education and skills for learners of all ages, and in the care of children and young people. They report directly to the Parliament.

### **Ofsted Responsibilities**

Ofsted are responsible for:

- Adapting a range of early years and children's social care services, and ensure they're appropriate for children and possibly vulnerable young people

- Writing to legislators on the efficiency of these services
- Checking childcare, adoption and fostering agencies and primary teacher training
- “inspecting retained schools and institutions, some self-governing schools, and many other educational institutions and programs out of higher education
- Distributing reports of their discoveries so they can be used to develop the overall quality of education and training

### **Ofsted Priorities**

From May 2016 Ofsted will:

- Use more good and exceptional experts as part of inspection teams
- Concentrate inspection on services that are lesser than good or whose performance has fallen
- Recognize and help outstanding leadership in each of Ofsted inspection regions
- Improve and implement Ofsted workers strategy
- Identify and report on problems of worry in the areas that inspect
- Encourage the development of mechanical, occupational and further education
- Work with parents and guardians, learners and proprietors to guarantee their views inform inspections and they use and significance Ofsted inspection reports
- Confirm that influencer and strategy makers are understand Ofsted work and are capable to support it and their findings
- Use new education inspection schedules to confirm short inspections of good schools and extra education sources are reliable, proficient and active
- Set plans to continue to raise criteria and improve lives
- Pay attention on the performance of the most deprived and susceptible
- Evaluation inspection for early years and social care
- Work with those Ofsted inspect to ensure they discover the inspection and regulatory work reasonable and reliable and it helps them to improve (gov.2016d)

### ***Previous studies***

Previous studies were reviewed regarding the role of the nurseries, problems and difficulties facing them to meet Ofsted criteria's. Direct studies related to the research subject weren't found, however there are some studies indirectly related to Ofsted criteria's and schools.

As stated by greenway (2011), there is a relation between inspection and development of education care, it's a qualitative study that researched the government and private nurseries in West Midlands, used multi-level embedded case study to discover participant views and opinions of quality" in Early Years Education and the new inspection method including five different kinds of nursery provision.

The research sample consisted of parents, head teachers, teaching assistants, nursery nurses, Early Years inspectors, advisers", managers and teachers. The study was carried out between Sep 2008 and Sep 2010, the research results recommended that participants identify the need of external organization to validate practice and confirm a consistent standard of education and care for nursery children.

As written by Shaw et al (2003), the Office for Standards in Education (OFSTED) does inspections to improve school performance. The purpose of their research was to find out if Ofsted inspections of

secondary schools make a difference to GCSE result. The government mentioned that students in secondary schools in England and Wales succeed in their exam and their results are acceptable.

The examination results of over 3000 OFSTED inspected secondary schools offering students for General Certificate of Secondary Education (GCSE) examination during the 1992 to 1997 inspection cycle were modeled statistically. For kinds of schools where achievement was already much higher or lower than the average (e.g. selective schools) inspection was associated with slight improvements in achievement. For county, local education authority maintained, comprehensive schools (the largest single group), inspection did not improve examination achievement. Some implications for school improvement are discussed". – (Shaw et al, 2003)

Ofsted (2010), published a survey results for 44 schools, visited by inspectors to evaluate how they used creative approaches in learning student to be creative, inquiring, and how to be critical thinkers. the sample includes 22 primary schools, 2 nursery schools and 19 secondary schools and especial school, all schools selected had been judged outstanding or good in Ofsted criteria's in respect of students' interest of learning, curriculum they used and students' "preparation for future and all of them used creative approaches to learning.

The survey found that:

- Students who were good in debate, encourage questioning, investigation, critical thinking and had a sense of personal achievement supported by good teaching used creative approaches, these approaches established successfully in some traditional subjects like arts and English but its unsuitable and unfit for science and mathematic
- There is not any clash between the government curriculum, national standards in basic subjects and creative approaches to learning in school with good teaching
- The concept „creativity“ was subject to a variety of understandings and uses
- In the national curriculum the basic skills are necessary and important, this reflected in student's personal achievement and development as creative learners, their development was not matched their progress in basic academic skills like numeracy and literacy
- Helping teachers to develop their professional skills through short training leads to encourage and assess creative approaches to learning and develop their subject understanding
- Students achieved little development when the results predictable were unsatisfactorily, challenging and when they received lacking guidance.
- The sufficient rise of creative learning depended on the leadership, management and on teachers' subject knowledge
- Schools now had a good and positive impression about Ofsted's short survey in 2006 of the Creative Partnerships program
- A helpful support to pupils' learning and individual improvement made by partnerships
- Techniques of recording and assessing students' improvement as learners, rather than their achievement at the end of a unit or a key stage were not fit and set in outside the early year's foundation stage
- All schools promise to emerge and use technology regularly and improve students' self-confidence and commitment

### ***Research method***

#### **Need for the Study**

Early childhood is a very critical period in a child's life, and all parents look for a good and high standard nursery for their children to grow socially, physically, emotionally, intellectually and have all the abilities for

a better life, all these domains need a high quality-educated person with good experiences to look after and teach children and improve their capabilities, all of these need a very high quality place to allow for children to learn and play.

This study will analyze the Ofsted reports of two nurseries and reveal the reasons behind two different ranks between them, where the first one was ranked inadequate and the second one ranked outstanding by Ofsted, although both Nurseries are a few meters away from each other, and under the same owner, but different staffs and managers.

### **Study population**

The study population are all managers, and teachers in both nurseries and the owner of both of them who is already working as a manager in nursery A . The total number were 27 persons, 11persons in nursery A before the inspection, but now 2 person left the job after the inspection, however the total now 9 persons, and 18 person in nursery B. 27 questionnaire copies distributed in both nurseries, 9 copies collected from nursery A, 100% of the staff answer the questionnaire while 11 copies collected from nursery B, its nearly about 61.1%.

### **Study variables**

- 1- Independents variables as follow:
  - Experience has three levels (less than 5years, from 5-10 years, more than 10 years)
  - Qualifications has three levels (Bachelor's Degree, Level 3, Other)
- 2- Dependent variable is the difficulties that the Nurseries are facing to meet the Ofsted criteria's

### **Method of data collection**

This study is one of the quantitative studies, and according to the nature of research and quality of the questions, the questionnaire was designed to collect data, using a Likert three points scale (agree, neither agree nor disagree, disagree) to estimate the approval of population of the study about the questionnaire paragraphs.

The questionnaire consists of three parts as follow:

**Part one:** the covering letter that contained the aims of the study and its title, researcher name and address, place of the study, supervisor name and address and finally asked the study sample to answer the questionnaire

**Part two:** it contained general information about the responders, the researcher Asked them to put (×) beside the situation that apply to them

**Part three:** it contained the questionnaire paragraphs, and the responders given enough time to answer it

### **Study tool validity**

The validity of the research's questionnaire was checked by presenting it to a group of university professors, educators and module supervisor. All their notes have been considered

#### ***Statistical Analysis***

**Table 1**  
 Setting Details

	A	B
Type of provision	Full –time provision	Full –time provision
Day care type	Childcare-non-Domestic	Childcare-non-Domestic
Age range of children	2-4	0-11
Total number of places	50	64
Number of the staff	11	18
Number of children on roll	63	89
Date of pervious inspection and result	19 January 2016 (inadequate) 25 May 2016(good)	15 Decembe2011 (outstanding) 16 May 2016(good)

We note from the table number (1) that both nurseries are full –time childcare –non- domestic provision but not the same age range of children, nursery B provided services for new born until 11 years and nursery A provided services from age 2 to 4. Although new born children need extra care more than older age nursery B ranked outstanding. For the total number of places and the number of children on roll it was adequate with number of the staff in both nurseries, finally the time gap of the last date of Ofsted inspections for both nurseries are too long before this study applied, the outstanding nursery (B) inspected in December 2011 while inadequate nursery

(A) inspected in January 2016, so may be the Ofsted criteria's during this period are changed and became more strict, this explain why now in end of May 2016 after applied the study questionnaire both nurseries get a good rank by Ofsted. However the inadequate one ranked now as a good while an outstanding ranked as good these results need more investigation in the future to explain and find out the reasons behind it.

**Table 2**  
 Staff Qualifications

	Bachelor	%	Level 3 Diploma	%	other	%	Total
A	1	11.1	4	44.4	4	44.4	9
B	1	9.0	8	72.7	2	18.1	11

\*other (partnership, level2)

We note from table number (2) that both of nurseries A and B have just one teacher hold a first university degree (Bachelor) and have nearly the same percentage. On the other hand nursery A has 4 staffs their qualifications are level 3 diploma and get 44.4% while nursery B has 8 staffs their qualifications are level 3 diploma and get 72.7, its nearly doubled of nursery A and nursery B has 2 staffs holed other qualification (one level 2 and other honor) nearly 18.1%, while nursery A has 4 staffs hold other qualifications (2 of them level 2 and 2 partnership), it's nearly 44.4%. This explains why nursery B got outstanding rank but nursery A got inadequate. So we considered the qualification level as a significant and an influence factor in achieving outstanding rank or not.

**Table 3**  
 Staff Work Experience Years

	Less than 5 years	%	Between 5-10 years	%	More than 10 years	%	Total
A	5	55.5	2	22.2	2	22.2	9
B	5	45.4	3	27.2	3	27.2	11

We note from table number (3) that there are not any significant difference between nursery A and B due to work experience years. So we can't concenter the staff work experience as an influence factor to achieve outstanding rank or not.

**Table 4**  
 The percentage recurring for questionnaire paragraphs

Questionnaire paragraphs	Rank	Agree		Neither agree nor disagree				Disagree					
		A	B	A	B	A	B						
		%	%	%	%	%	%						
1-	3	9	99.9	10	90.9			1	9.0				
2-	9	7	77.7	8	72.6	2	22.2	2	18.1	1	9.0		
3-	8	6	66.1	10	90.9	1	11.1	1	9.0	2	22.2		
4-	3	9	99.9	10	90.9					1	9.0		
5-	15	3	33.3	2	18.1	2	22.2	4	36.3	4	44.4	5	45.4
6-	16	5	55.5	3	27.2	1	11.1	3	27.2	3	33.3	5	45.4
7-	1	9	99.9	11	99.9								
8-	3	9	99.9	10	90.9			1	9.0				
9-	6	9	99.9	9	81.8			2	18.1				
10-	10	5	55.5	10	90.9	3	33.3	1	9.0	1	11.1		
11-	7	8	88.8	9	81.8			1	9.0	1	11.1	1	9.0
12-	14	5	55.5	4	36.3	3	33.3	5	45.4	1	11.1	2	18.1
13-	13	4	44.4	3	27.2			1	9.0	5	55.5	7	63.6
14-	12	5	55.5	3	27.2	1	11.1	1	9.0	3	33.3	7	63.6
15-	11	7	77.7	5	45.4			4	36.3	2	22.2	2	18.1
16-	1	9	99.9	11	99.9								

We note from table number (4) that **(Sorted according to their percentage rank):**

-Paragraph No. 7 which is related to encouraging parents to become involved with their children's learning in the nursery is effective and paragraph No. 16 is related to consideration should be taken as each child has his/her own individual needs are ranked first among the paragraphs of the questionnaire and got the same percentage (99.99%). Both of the staff in nursery A and B completely agreed to these paragraphs.



These results refer to that a child parent's are co-operative with the nursery and treating each child individually depending on his/her needs is very important to improve the nursery services.

-Paragraph No. 4 refers to that managers must uphold the highest professional standards in their work and treat everyone fairly and with respect and sensitivity where paragraph No. 8 which is related to regular auditing and evaluation which are vital to improve the education provided by the nursery. Paragraph No.1 which is related to regular staff meetings with managers are essential to evaluate the nursery objectives and provision objectively against the frameworks, standards or regulatory requirements. These three paragraphs are ranked as third among the paragraphs of the questionnaire and got a percentage (99.99%) in nursery A and a percentage of (90.90%) in nursery B. Both of the staff in nursery A and B agreed to these paragraphs. Only one person (9.0%) in nursery B disagreed and another one was neither agreed nor disagreed to paragraph No. 4, and one person in nursery B as well neither agreed nor disagreed to paragraph No.1, the three persons who disagree to these paragraphs didn't affect the result.

From the above we note that managers/staff regular meeting periodically and systematically to discuss what is going on inside the nursery and discuss plans effectively will positively reflect back on education outcomes in the nursery

-Paragraph No.9 ranked in the sixth place in the questionnaire with (99.9%) for nursery A and (81.8%) for nursery B, both agreed to that co-operation with other local agencies will help the nursery to improve the services, while (18.1%) from nursery B disagree to the paragraph, all staff in nursery A believed that the nursery should have a co-operative relationship with other nurseries, private and government institutions to help the nursery to improve its services.

-Paragraph No.11 ranked as seventh among the questionnaire paragraphs, of that (88.8%) in nursery A and (81.8%) in nursery B agreed that the knowledge of Ofsted frameworks and national standards are essential to achieve outstanding rank. However one person from each nursery disagreed and another person from nursery B neither agreed nor disagreed, and the ones who hasn't agreed didn't have an effect on the result of the questionnaire. We note that most of both nurseries agreed that everyone is working in a nursery should have knowledge regarding Ofsted and government educational standards to achieve outstanding rank and deliver very high quality services to children in the nursery.

-Paragraph No.3 refers to attending short courses (Continuous Professional Development (CPD) will enable the staff to understand and evaluate the job duties and this was ranked eighth among the questionnaire paragraph. Nursery A got (66.6%) and nursery B got (90.9%), both of them agree to this paragraph while one person from nursery A (11.1%) and another one from nursery B (9.0%) neither agreed nor disagreed to the paragraph and two people from nursery A (22.2%) disagree. We note that the staff in both nurseries agreed to this paragraph, however nursery B staff who their nursery got an outstanding agreed unanimously that short course (CPD) is useful to improve and develop the staff knowledge regarding their job, on another hand just two third of nursery A staff which ranked inadequate agreed to the same paragraph, this result explains why nursery B ranked outstanding but nursery A ranked inadequate because the staff in nursery B believed that achieving a higher qualification will lead to a better education outcome.

-Paragraph No.2 which refers to pursuing further qualification will improve staff performance and productivity ranked as ninth place among the questionnaire. Nursery A got (77.7%) and nursery B got (72.6%), we noted that two people from each nursery neither agreed nor disagreed and one person from nursery B disagree. However, most of the staff in both nurseries agreed that staff should looking to gain higher qualification to improve their knowledge and be more professional in their work.

-Paragraph No.10 which refers to considering the Ofsted report as a motivation for change. In this regard, (90.9%) from nursery B and (55.5%) from nursery A agreed to this paragraph which is ranked as tenth among the questionnaire paragraphs. While (33.3%) from nursery A and (9.0%) from nursery B neither agreed nor disagreed to the paragraph and (11.1%) from nursery A disagreed. This result explained why

nursery B ranked as outstanding but nursery A ranked inadequate because the staff in nursery B considered the Ofsted report as a change tool to improve the nursery's quality services, on the other hand half of nursery A staff just believed that Ofsted report motivated them for change.

-Paragraph No.15 ranked in eleventh place among the questionnaire which refers to introducing a small focus group or 1-1 sessions in the nursery will improve the service. (77.7%) agreed and (22.2%) disagreed from nursery A, so most of the staff agreed to it and the moment they started using 1-1 session in the nursery to improve the services, while (45.4%) from nursery B agreed, (36.3%) agreed nor disagreed and (18.1%) disagreed, we note that nursery B staff did not agree on a single opinion and were divided. They used group sessions because they believed it gives better educational results.

-Paragraph No.14 ranked twelfth among the questionnaire, (55.5%) from nursery A agreed to children regular absence from nursery will affect the quality of service provided, (33.3%) disagreed and (11.1%) neither agreed nor disagreed, on the other hand (63.6%) from nursery B disagreed, (27.2%) agreed and (9.0%) neither agreed nor disagreed. The staff in both nurseries had different opinion about child regular absence while nursery A considered that child absence could affect the service quality. Nursery B thought that child absence doesn't have a major effect however the modern educational studies supported nursery A's opinion and parents should keep their child attendance high.

-Paragraph No.13 ranked thirteenth among the questionnaire paragraphs, (55.5%) from nursery A disagreed to that educating the children with disabilities and special educational needs with other healthy children could affect the educational outcome, and (44.4%) agree to the same one. On the other hand (63.6%) from nursery B disagreed to the same paragraph but (36.3%) neither agreed nor disagreed to that and (18.1%) disagrees. However these results reflected the teacher's opinions and how that teachers prefer to work with children without disability.

-Paragraph No.12 ranked fourteenth (55.5%) from nursery A and (36.3%) from nursery B agreed to services provided are affected whether the child self-funded or government- funded. but (33.3%) from nursery A and (45.4%) from nursery B neither agreed nor disagreed to it, of that also (11.1%) from nursery A and (18.2%) from nursery B disagreed. We note that more than half of the staff in nursery A agreed that funding affected the quality of the nursery services and this explains why it has got inadequate rating and the other half divided between neither agreeing nor disagreeing and disagreed while in nursery B, two-third neither agreed nor disagreed and just a third of them agreed to this paragraph.

-Paragraph No.5 ranked fifteenth among the questionnaire paragraphs, of that (45.4%) of nursery B and (44.4%) from nursery A disagree to that children's cultural diversity is an obstacle faced by the staff of the nursery, however (33.3%) from nursery A and (18.1%) from nursery B agreed to the same paragraph, on the other hand (22.2%) from nursery A and (36.3%) from nursery B neither agreed nor disagreed to it, so both nursery staff didn't consider that children's different cultures is a barrier to deliver good and high quality services.

-Finally paragraph No.6 ranked sixteenth among the questionnaire paragraph, of that (55.5%) from nursery A and (27.2%) from nursery B agreed to that language is a barrier that obstructs staff from delivering better services. On the other hand (33.3%) from nursery A and (45.4%) from nursery B disagree to this paragraph, and (11.1%) from nursery A and (27.2%) from nursery B neither agreed nor disagreed to it. From that more than half of nursery A staff consider language as a barrier to deliver good services but nursery B didn't agree to this and this explains why each nursery got its own rank from Ofsted.

### ***Recommendations***

- 1- Inviting parents to become involved in the educational process, by taking part in the nurseries activities along with their children, which could stimulate eventually the productivity of

- the child
- 2- Treating each child individually according to his/her needs, as every child has special needs that distinguish him/her from other kids
  - 3- The Director must treat all employees fairly and must constantly meet with them to discuss the difficulties they face and to develop alternative plans
  - 4- Creating a strong relationship with local government and private institutions to promote the services offered by the nursery
  - 5- A workshop for the nursery staff at the beginning of each academic year should be held to familiarize them with Ofsted frameworks and national standards to achieve outstanding rank
  - 6- Encourage the nurseries staff to pursue more qualification than they have to improve their knowledge
  - 7- Explain to the staff members in the nursery how the Ofsted report is very important and should every one take the report as a tool to change for the better
  - 8- Concentrate on both educational methods, 1-1 sessions and group sessions, and taking into consideration their use as the educational situation needs
  - 9- Treat all children fairly, regardless of whether some of them suffer from disabilities
  - 10- Make sure that parents are aware of how important it is to keep their children attendance continuously high without interruption except for compelling reasons
  - 11- Invite parents from all cultural backgrounds to tea ceremonies and get to know each other on one hand and to the nursery staff on the other hand
  - 12- Improve the nursery services and treat all kids in the same level regardless if the funding is governmental or private

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