

Madinah Private Day Nursery

153 Plank Lane, Leigh, Lancashire, WN7 4QE



Inspection date

Previous inspection date

16 January 2015

5 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good, and as a result, children are eager and motivated to learn. Staff are skilled in providing for children's individual needs, ensuring that every child makes good progress considering their starting points.
- Children are very settled and content because, staff provide a caring and nurturing environment, particularly for the younger babies. Children form strong attachments with staff. This means that children's emotional well-being is positively promoted.
- All staff are trained in safeguarding and child protection and have a good understanding of how to recognise signs which may give rise to concerns. Thorough systems for checking that staff are suitable to care for children are in place.
- Good partnerships between parents and the nursery staff ensure that parents are well informed and involved in their child's developmental progress. Partnerships with other professionals are very strong. This cohesive approach means that children's all round needs are well met.
- Managers and leaders implement the requirements well. The strong management team have a clear vision for further developments of the nursery and include the views of staff, parents and children.

It is not yet outstanding because:

- The organisation of some daily routines occasionally interrupt children's play and learning unnecessarily.
- Opportunities for staff to learn from each other and share their best practice, for example, through peer observations are not fully in place.

What the setting needs to do to improve further

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

- review the organisation of daily routines, such as sleep time, so children's play and learning is not interrupted unnecessarily
- sharpen further the focus on systems for performance management, for example, through more precisely evaluating the impact of peer observations, in sharing staff's expert knowledge and good practice, so that children make the best possible progress.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector observed activities and the quality of teaching in all three age groups.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the owner and a member of the local authority advisory team.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.

Inspector

Joanne Parrington

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use their knowledge of how children learn and provide a good range of learning opportunities. Each room provides children with the freedom of movement and choice in their learning. Staff deliver strong and consistent teaching, that is tailored for each child so children make good progress. Babies acquire key skills to support their physical development through Tummy-time sessions. Toddlers enjoy learning through their play, which staff skilfully support. Pre-school children enjoy Letters and sounds, which helps them develop their reading and writing skills ready for starting school. However, occasionally, children's play and learning is interrupted unnecessarily, particularly for older children. These children have to stop what they are doing to go for a sleep, rather than staff waiting for a natural break in their play. Staff work closely with parents when they identify that a child is not developing as quickly as they could. Staff adapt activities and offer targeted support to ensure children make the best possible progress.

The contribution of the early years provision to the well-being of children is good

Children and their families are welcomed into this friendly nursery. Staff in the baby room place high focus on promoting children's emotional well-being, through creating a welcoming and nurturing environment. Daily care practices are carried out by the key person further supporting children's emotional security. As children arrive they settle quickly and happily go off and explore. Procedures and key persons ensure that children are well prepared for their next stage in learning. Staff use praise and encouragement and value achievements that are made, promoting children's confidence and self-esteem. The staff model courteous language, such as 'please' and 'thank you' so children learn from their example. Managers have a good understanding of their responsibilities to safeguard children. They ensure that all staff implement good working practices so that children's health, safety and well-being are supported.

The effectiveness of the leadership and management of the early years provision is good

The staff team are well qualified. This is demonstrated through their good teaching skills. The provider is proactive and reviews training available to aid staff's practice. For example, staff in the baby room have attended specific baby training and other staff members have attended Talk talk programmes to aid them with techniques for the early intervention for children who speak English as an additional language. The manager carries out supervisions with the team. However, they have not yet considered all ways to share best practice, for example, through evaluating the use of peer observations, to enrich practice and continually develop staff's knowledge so that children make the best possible progress. Partnerships with the local authority are very strong and have an increased benefit to the nursery. Together, they review the quality of the provision and the progress children are making, so that any potential learning needs are recognised and addressed quickly. The information they gather is used to inform a well-documented development plan which is reviewed regularly.

Setting details

Unique reference number	323011
Local authority	Wigan
Inspection number	872164
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	25
Name of provider	Brenda Ostad-Saffari and Abdul Ostad-Saffari Partnership
Date of previous inspection	5 December 2011
Telephone number	01942604583

Madinah Private Day Nursery was registered in 1999. The nursery is open each weekday from 7.30am until 6.30pm, all year round, excluding public holidays and one week at Christmas. The nursery receives funding for the provision of free early education for children aged two-, three- and four-year-old children. In total, a team of 10 staff work at the nursery. Of these, eight hold appropriate early years qualifications.

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