

# Al-Madina Nursery

68 Shakespeare Street, BIRMINGHAM, B11 4SB



<b>Inspection date</b>	15 September 2015
Previous inspection date	10 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the 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

- Leaders and managers have made significant improvement since the last inspection to ensure the statutory requirements are met. As a result, the quality of teaching and the progress all children make is good.
- All staff promote children's confidence and self-esteem from an early age. They enable them to develop independence in attending to their own physical needs, and settle them quickly into the nursery, which ensures their emotional well-being.
- Staff have forged strong links with parents and other agencies in support of children who have English as a second language and those with disabilities and special educational needs.
- Highly skilled and experienced staff teach the basic skills in communication, mathematical knowledge, language and physical skills well.
- Managers have developed good monitoring systems to evaluate the quality of the provision.

### It is not yet outstanding because:

- Overall, staff use information well when planning for children's learning. However, some records kept of older children's progress and achievement does not always provide an accurate picture of where children are progressing well and where some additional support might be needed.
- On occasions some activities are not always planned as well as they could be. This means that opportunities to support and challenge children's learning further are sometimes missed.

## What the setting needs to do to improve further

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

- improve opportunities for children to extend and get the most out of their learning experiences, by improving planning and resourcing, to more successfully achieve learning intentions from all planned activities
- ensure that accurate information is consistently gathered and recorded to inform staff and parents of the next steps children need to take in their learning.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities in the toddler and pre-school play rooms and accompanied them to the park for outdoor play.
- The inspector checked evidence of suitability and qualifications of the staff, the self-evaluation form, risk assessments and policies and procedures.
- The inspector spoke with the registered person, the area manager, the manager, staff parents and children at appropriate times throughout the day.
- The inspector looked at the adult's planning, children's learning journeys and staff records.

### Inspector

Esther Gray

## Inspection findings

### Effectiveness of the leadership and management is good

The newly appointed leadership team have taken swift action to develop an improvement plan to drive an ambitious programme of well-focused events across the year. They plan a steady programme of training for staff, including child protection. The arrangements for safeguarding children are effective. Reminders are posted in the nursery to ensure any concerns about children's wellbeing are reported quickly. Leaders and managers instigate events which involve parents in providing children with a diverse range of experiences, such as cookery events and workshops. They promote the values of the nursery in support of children's behaviour well. Leaders monitor, coach and mentor the staff team to support any underperformance and they check that policies and procedures are implemented consistently and diligently. As a result, they lead a well-qualified team of staff who have a good knowledge of how to teach children of differing abilities and to safeguard them from harm.

### Quality of teaching, learning and assessment is good

Staff provide a good range of interesting activities in a well laid out learning environment where children are free to explore and play. Although some activities are less well resourced, particularly the trips to the park, teaching overall is good. Staff ensure that all areas of the learning and development requirements are well met. They promote and encourage children's learning as they extend outdoor activities the children enjoy inside the setting. Pre-school children are rewarded for their achievements by, for instance, being allowed to water their plants. Staff model language, promote thinking and encourage good behaviour very well. They make good use of pictures and key words familiar to the children when their home language is not English. Bilingual staff support children new to English very well.

### Personal development, behaviour and welfare are good

Children form secure attachments with key people in the nursery. Staff ensure that the environment is clean, spacious, well organised and safe for children to explore. Children develop good physical skills in the indoor physical play areas and during outdoor play at the local park. Children learn how to keep themselves healthy and safe while walking to the park. They learn about hygiene during daily routines and healthy eating in their choices from healthy snacks provided. Staff provide interesting experiences and activities that teach children about diversity in the wider community. Children develop a sense of belonging and parents express their confidence in the staff. Children are developing self-reliance as they move from one stage of learning to the next. They are well prepared for their move to school.

### Outcomes for children are good

Older children who are at risk of falling behind in their learning and those who have special educational needs are catching up with their peers as a result of the good quality specialised support provided. All children are well-supported to make good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY484253
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1016292
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	23
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Al-Madina Nurseries Limited
<b>Date of previous inspection</b>	10 March 2015
<b>Telephone number</b>	07852142265

Al-Madina Nursery was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It operates from two rooms in converted premises in the Sparkhill area of Birmingham. The nursery opens from Monday to Friday during term time only and sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. The nursery employs seven members of childcare staff. All childcare staff hold appropriate early years qualifications at level 3 or above and one holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

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