

Al-Madina Nursery

718a Alum Rock Road, BIRMINGHAM, B8 3PP



Inspection date

20 September 2016

Previous inspection date

18 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching is not consistently good. Staff do not always recognise when to join in with children's play, to extend their learning further. They do not always adapt their teaching to ensure all children are well supported to remain focused and engaged in activities.
- Assessments are not always accurate or used well enough in order to quickly identify gaps in children's learning and plan for children's individual needs, so they are supported to make the best possible progress.
- Children who speak English as an additional language are not always supported effectively enough to help them to develop a good standard of English.
- Staff interrupt children's learning when they frequently ask children to tidy away and change activity, or to follow a very structured routine. This sometimes hinders children from becoming absorbed in their play and learning.

It has the following strengths

- The environment is welcoming and the staff have worked hard to transform the rooms into bright, enabling spaces where children can make choices in their play.
- Partnerships with parents are good. Staff identify what guidance or support parents may need and share ideas of how they can support children's learning at home. Parents are very positive about the nursery and talk about how happy their children are.
- Staff are kind and sensitive. They manage children's behaviour appropriately and have clear expectations and boundaries in place.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ support staff to implement the knowledge and skills gained from undertaking training and professional development, to improve the teaching overall and raise outcomes from children	30/11/2016
■ use assessments of children's learning to identify very quickly gaps in their learning and plan more precisely for children's individual needs, providing all children with challenging and stimulating activities that help them to make better progress in their learning	31/10/2016
■ ensure children who speak English as an additional language are better supported to develop their communication and language skills, and improve the progress they make in their learning.	31/10/2016

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

- allow children more time for uninterrupted play so they are able to become more deeply absorbed in their learning.

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 completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff hold appropriate childcare qualifications and attend suitable training to help, generally, drive forward their professional development. However, staff are not implementing what they know to improve the quality of their teaching. Although the manager is continually evaluating and using parents' and staff's feedback to identify weaknesses, not enough has been done to improve some aspects of the setting. However, the manager has worked hard and made some improvement since the last inspection. The arrangements for safeguarding are effective. Procedures to keep children safe are in place and are implemented well. Staff have a sound understanding of their responsibilities to protect children. Recruitment processes are effective and all staff's suitability is checked.

Quality of teaching, learning and assessment requires improvement

Children quickly lose interest in activities because staff do not always recognise how they can support, facilitate and challenge their individual learning. Staff do not consistently promote children's communication and language development effectively. Staff question children but do not always give them chance to think and respond. Staff do not help children sufficiently to develop their understanding or consolidate their emerging language skills. Children develop their creative ideas as they paint boxes and use transport vehicles in paint to make marks. They use their imagination as they enjoy playing in the role play area. The manager has begun monitoring the progress made by children. However, staff assessments are not always accurate and staff do not identify where children will benefit from further support quickly enough.

Personal development, behaviour and welfare require improvement

Staff are not skilled at recognising when the very structured routine means that children's independent learning is interrupted. Staff often stop children from becoming absorbed in their play, instructing them to tidy away when at times this is not necessary. Weaknesses in teaching mean that children are not making as much progress as possible in their personal development. However, children are happy and content, and their emotional well-being is supported effectively. They have daily access to fresh air and exercise as they play in the garden, which has been transformed to offer children more space and learning opportunities. Children are able to make some choice in their learning. All children are assigned a key person and parents know who that person is. Staff complete home visits to get to know children and help them settle in.

Outcomes for children require improvement

Children, including those who speak English as an additional language, do not make good progress from their starting points because the quality of teaching is not consistent enough. Nevertheless, most children are developing skills that will help prepare them for their future learning and for the move to school. Older children are confident to talk to visitors and staff about what they enjoy doing. They enjoy looking at books and talking about what they can see in the pictures. Younger children develop their physical skills as they use a variety of tools to manipulate dough, and explore the sand and water.

Setting details

Unique reference number	EY484163
Local authority	Birmingham
Inspection number	1033467
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	29
Name of registered person	Al-Madina Nurseries Limited
Registered person unique reference number	RP904107
Date of previous inspection	18 November 2015
Telephone number	0121326 0606

Al-Madina Nursery was registered in 2014. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one at level 5 and one at level 6. The nursery opens from Monday to Friday in term times. Sessions are from 8.30am to 11.30am and from 12.30pm to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs or disability and children who speak English as an additional language.

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