

# Dar Ul Madinah Uk Ltd

Dar Ul Madinah, Granville Road, Blackburn, BB2 6HD



## Inspection date

Previous inspection date

21 October 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has not appointed a suitably qualified manager or named deputy to take charge in the manager's absence.
- Staff do not receive professional supervision that effectively monitors and strengthens their practice and improves outcomes for children.
- Staff do not always provide enough challenging activities and resources in the pre-school outdoor environment.
- The provider's overview of the quality of the provision is not good enough. Self-evaluation is not effective in identifying weaknesses and ways to continually improve.

### It has the following strengths

- Staff have high expectations of children. Staff question children skilfully to extend their imaginations and vocabulary, especially during story time.
- Staff build good relationships with parents. Parents are well informed about their children's progress and staff share ideas of how they can support their children's learning at home. Parents are very satisfied with the provision and talk about how happy their children are.
- Children's behaviour is good because staff set clear expectations and boundaries. Staff encourage self-help skills and children are independent and confident when they pour their own drinks and put their own coats on.

## What the setting needs to do to improve further

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

	Due Date
■ ensure the provision has a suitably qualified manager in place	09/01/2017
■ ensure the provision has a named deputy to take charge in the manager's absence	09/01/2017
■ ensure that supervision arrangements provide staff with the support and guidance they need for professional development, to enhance the quality of teaching and improve outcomes for children.	03/04/2017

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

- provide children in the pre-school room with opportunities in the outdoor environment that continually challenge and stimulate their physical development
- develop a self-evaluation process that identifies areas for development and contributes to the continuous improvement of the provision for children.

## Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in both playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the pre-school room leader.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Michaela Francioli

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff are knowledgeable and know how to keep children safe in the event of concerns about their welfare. However, the provider does not have a thorough understanding of the need to have a manager with a suitable qualification, and a named deputy to cover management absences. Currently, this has no impact on children's safety and learning. Professional supervision for staff is not in place to help strengthen practice and improve outcomes for children even further. Staff understand the assessment process used to track their key children's progress. The provider and staff team are enthusiastic and have a desire to improve standards. However, a system of self-evaluation is not in place that identifies areas for development and improvement.

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

Overall, staff assess children effectively to plan for their next stages of learning. Staff use their multilingual skills very well to support children who have English as an additional language. For example, staff use a mix of the children's home language and English to explain number and letter recognition. Children respond very positively, repeating number names and letter sounds confidently. Children are motivated and keen to learn. For example, they happily identify and name the shapes of objects around the room. Staff extend the activity and children's learning and introduce more unusual shapes, such as moon, star or rectangle. The outdoor environment for the reception class children is inviting and well resourced. However, the pre-school outdoor area is not as challenging for children to help develop their physical skill as well as possible. Parents report that they have been given ideas to extend their child's learning at home. For example, supporting children to find objects with the letter sound of the week.

### Personal development, behaviour and welfare are good

Children are very happy in both age-group rooms. Staff support children's well-being so they feel safe and secure. Staff give clear messages about expectations and children's behaviour is very good. Children receive lots of praise for their achievements which helps boost their self-esteem. Health messages are embedded and children show some understanding of how food and exercise affect their bodies. Children learn about the cultures of their community. They recite simple songs in dual languages and the letter of the week is presented in both English and Urdu. They learn about other celebrations, such as Halloween, and create paintings of pumpkins. Children show respect for one another, sharing, taking turns and playing cooperatively without fuss.

### Outcomes for children are good

Children, including those with English as an additional language, make good progress in relation to their starting points. They are confident, competent and acquire relevant skills for their next stages of learning and school readiness. Children are confident to talk to visitors and tell them about their achievements. They thoroughly enjoy stories, retelling and acting out the events in the book.

## Setting details

<b>Unique reference number</b>	EY491901
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	1029385
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Dar-UI-Madinah Uk Ltd
<b>Registered person unique reference number</b>	RP534509
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01254262823

Dar Ul Madinah Uk Ltd was registered in 2015. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one with level 6 and two with qualified teacher status. The pre-school opens from Monday to Friday term time only. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school cares for children who speak English as an additional language.

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