

Ar Risaalah Nursery Ltd

Green Heath School, 43 Whitmore road, Birmingham, B10 0NR



Inspection date

6 January 2017

Previous inspection date

16 March 2016

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:

- Since the last inspection, the nursery has experienced a period of many staff changes. Managers do not monitor and evaluate the quality of teaching and children's progress precisely enough. They have not fully addressed all the weaknesses and so the quality of the provision is not yet good.
- Staff do not fully consider the individual needs, interests and stage of development of each child when planning activities. Children do not consistently benefit from suitably challenging and enjoyable activities that motivate and inspire them to learn.
- The arrangements for the performance management of staff are not good enough. Managers are not sharply focused on improving staff's teaching practice. Children do not benefit from quality learning experiences that promote their good progress.
- Staff do not always share a detailed two-way flow of information with all parents about children's development. Children do not yet benefit from the best continuity in their learning between the setting and home.

It has the following strengths

- Managers understand their responsibility to safeguard children. A range of documents, policies and procedures is implemented effectively by staff.
- Children are happy, settled and comfortable attending. Staff get to know children and their families well from the outset. Staff are friendly and approachable. They sensitively ensure children's individual care needs are met.
- Staff find out about children's home lives, languages and cultures. They welcome, value and celebrate diversity. Children have opportunities to learn about people beyond their immediate experience. They learn to respect, tolerate and accept others.

What the setting needs to do to improve further

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

	Due Date
■ consider the individual needs, interests and stage of development of each child to plan suitably challenging and enjoyable activities that motivate and inspire them to learn	31/03/2017
■ improve the performance management processes and sharpen the focus on supporting staff's teaching practice to ensure children consistently benefit from quality learning experiences that promote their good progress.	31/03/2017

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

- share a detailed two-way flow of information with all parents about children's development to promote better continued learning between the setting and home
- monitor and evaluate the quality of teaching and children's progress more precisely to promptly identify and take effective action to address any weaknesses and raise the standard.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as children's records, policies and procedures.
- The inspector discussed the nursery's self-evaluation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers do not yet carefully monitor and evaluate the quality of teaching or children's progress. They have not taken enough action to fully address weaknesses. Nevertheless, they are working closely with the local authority and do aspire to improve. Although staff are supervised in their roles, the professional development opportunities provided are not good enough. Managers are not focused well enough on improving teaching practice. Children do not benefit from learning experiences that continually improve to promote their good progress. Nevertheless, most staff are well qualified. They access some training to keep up to date. This has a positive impact on the care provided. The arrangements for safeguarding are effective. Managers and staff know how to respond appropriately to indicators that a child may be suffering from harm. The nursery is safe and secure. Daily safety checks help to minimise all potential hazards.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff do not consistently plan and provide activities that meet children's individual learning needs. For example, occasionally activities planned are too complex. They are not thoroughly enjoyable or suitably challenging. Ultimately, children lose interest and become disengaged. Nevertheless, staff generally promote different aspects of children's learning. For example, children enjoy malleable experiences, such as creating with play dough and cutting out and sticking pictures onto paper. Staff show children what to do and add explanations to children's learning. Staff share information with parents in a range of ways. However, the two-way flow of information is not yet highly successful to promote the best continuity in children's learning between the setting and home.

Personal development, behaviour and welfare require improvement

Although the environment is bright and well resourced, children are not always motivated or inspired to join in and learn. Nevertheless, children's physical well-being is promoted effectively. Staff talk to children about the importance of a good diet. They ensure nutritional snacks are offered to children. Staff talk to children about keeping clean. They ensure children adopt good hygiene routines. Children benefit from plenty of exercise. Staff support children to practise moving in different ways. Children enjoy running around, climbing on low-level equipment, jumping on the trampoline and riding on wheeled vehicles. Children learn about the importance of living a healthy lifestyle.

Outcomes for children require improvement

Children do not make good enough progress in their learning and development due to weaknesses in the quality of teaching and activities planned. However, they generally acquire the key skills needed ahead of moving on to school. For example, they can independently manage their self-care needs. Children listen to others and express their own thoughts and ideas. Children can follow instructions and like the responsibility of some small tasks. They learn to get along in a group and take turns with others. Children are developing skills in literacy and mathematics. They competently count up to ten.

Setting details

Unique reference number	EY482015
Local authority	Birmingham
Inspection number	1044596
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	28
Name of registered person	Ar-Risaalah Academy
Registered person unique reference number	RP531017
Date of previous inspection	16 March 2016
Telephone number	07568358841

Ar Risaalah Nursery Ltd was registered in 2014. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The nursery operates all year around. Sessions are available on Monday to Friday and from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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