

Inspection date	13 March 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers and staff are dedicated and have high expectations. They accurately evaluate their provision and are implementing clear plans to drive continual improvements that are having a positive impact on the outcomes for children.
- There is a relaxed and welcoming atmosphere in the nursery. Children access varied resources. They are motivated to play, explore and try out their ideas with familiar adults close by offering support and encouragement.
- Staff promote and reflect on diversity well. They provide a range of organised activities which involves all children and their families. Children enjoy learning about differences and similarities, and preparing for special events. They also delight in opportunities to talk with staff and friends in their home languages.
- Partnerships with parents are strong. Staff regularly share details of children's interests, achievements and developmental progress with parents, and suggest ideas about how learning can be further enhanced at home.

It is not yet outstanding because:

- Staff do not provide enough guidance to help the younger children who are new to the nursery to develop a greater understanding of the boundaries and expectations, and to demonstrate high levels of self-control and consideration for others.
- Although staff supervision is in place, targets for development are not focused sharply enough on helping them raise their practice to an outstanding level.

What the setting needs to do to improve further

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

- help the younger and newer children to develop a greater understanding of the boundaries and expectations in nursery, and to demonstrate more positive behaviour and regard for others
- strengthen the arrangements for professional development and focus more precisely on supporting staff to reflect and act on how they can raise their practice to the highest level.

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 spoke with staff and children during the inspection.
- The inspector held meetings with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Lucy Showell

Inspection findings

Effectiveness of the leadership and management is good

Staff are experienced and well-qualified. They understand their joint and individual roles and responsibilities, and use their knowledge to enhance children's learning. They efficiently implement all requirements and meet the needs of the children. Managers and staff seek and consider the views of parents and carers, and take on board the advice and guidance from other professionals. This helps them to focus on developments that will have the most impact on the outcomes for children. The arrangements for safeguarding are effective. The manager ensures that all staff attend up-to-date training. They are knowledgeable and confident about what to do if they have any concerns about the safety or welfare of a child in their care. Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well.

Quality of teaching, learning and assessment is good

Staff gather information from parents about what children already know and can do when children first start at nursery. This helps staff to plan activities and experiences which build on children's prior learning. Staff observe and assess children during play and routines to note their current interests and abilities. Children are eager to play and choose what they want to do. They enjoy having a go at new experiences, both inside and outdoors. They are supported well by staff who have a good understanding of how children learn. Staff know the children well and adapt their teaching to meet individual needs. They quickly spot when children are not reaching expected developmental milestones, knowing when and how to involve external agencies. Staff gain additional guidance to assist them in adapting practice and providing targeted support to help children catch-up to their peers.

Personal development, behaviour and welfare are good

Children's safety and welfare are fostered well. Staff are effectively deployed. They keep the premises secure and carry out detailed risk assessments and regular safety checks of the indoor and outdoor environment. Children have many opportunities to play outside, accessing a variety of resources. For example, they pour and scoop in the sand and other sensory materials, they help staff to plant flowers and enjoy blowing and popping bubbles. They also benefit from having a large space to run around in the fresh air. Children enjoy a variety of snacks, learn about which foods are good for them and know how to make healthy choices. They help to plant a range of fruits and vegetables, in order to harvest later in the year. This contributes positively to promoting a healthy lifestyle.

Outcomes for children are good

All children, including those for whom the nursery receive additional funding, make good progress given their starting points and any gaps in their learning are closing. They are becoming increasingly independent in taking care of their own needs, such as using the toilet and putting on their coats to go outside. Children are learning to take turns and share resources with their friends. They communicate well and are developing good understanding and use of English vocabulary even though they all speak English as an additional language. Children develop key skills they need in readiness for their future learning and leave nursery well prepared for school.

Setting details

Unique reference number	EY493174
Local authority	Birmingham
Inspection number	1029494
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	24
Number of children on roll	17
Name of registered person	Birmingham Pre School Ltd
Registered person unique reference number	RP534864
Date of previous inspection	Not applicable
Telephone number	0044 7775598622

Al Emaan was registered in 2015. The nursery employs seven members of childcare staff. They all hold appropriate early years qualifications at level 3 and above, including one at level 7, one at level 6 and one at level 5. The nursery opens from Monday to Friday in school term time. Sessions are available from 8.45am until 11.45am. The nursery provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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