

Al-Madina Nursery

718a Alum Rock Road, BIRMINGHAM, B8 3PP



Inspection date	12 September 2017
Previous inspection date	20 September 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff create an inviting and enriching environment indoors and outdoors, which is well organised and stimulating. They carefully plan the environment, so that children have opportunities to play with a wide range of exciting activities that challenge and inspire them to learn.
- Well-qualified staff support children's development successfully. They play alongside children, and enhance their learning skilfully. Children make good progress and develop a secure foundation for their future learning.
- Staff work closely with parents and other professionals, to ensure that children receive any additional support that they need to make good progress. Parents are very pleased with the care and learning experiences their children receive.
- Staff are good role models and use effective strategies to manage children's good behaviour. They provide lots of praise and encouragement, children behave well, take turns, share and play cooperatively together. This helps to create an emotionally secure and positive environment, for children to play and learn in.

It is not yet outstanding because:

- Opportunities for all staff to share their expertise, knowledge and skills have not been fully developed, so that teaching is raised to an outstanding level to maximise children's attainment.
- Managers do not yet use assessment information sharply enough to check the progress different groups of children make, and to target teaching and monitor the impact of this.

What the setting needs to do to improve further

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

- provide more targeted opportunities for staff to share their knowledge and skills, and learn from each other to help raise teaching to a higher level
- embed monitoring practices to ensure that the learning and progress being made by the different groups of children is clearly understood, so that all staff can target the teaching more precisely.

Inspection activities

- The inspector had a tour of the premises with the manager. She 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 completed joint observations with the nursery manager.
- The inspector held a meeting with the provider, the area manager and the manager. She looked at relevant documentation, evidence of suitability of staff working in the nursery and discussed the nursery's self-evaluation.
- The inspector spoke to a number of parents and took account of written feedback provided during the inspection.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, leaders and managers have worked closely with the local authority, to address previous actions, and have made sufficient progress to raise the quality of their provision. Self-evaluation is now accurate, leaders and managers have clear plans for ongoing development of the nursery. They have implemented new systems to assess and monitor children's progress. Staff have received training to build on their knowledge and skills. As a result, assessments are more accurate, and lead to good-quality teaching. Managers monitor children's progress, and share these with parents to help address any gaps in their development quickly. Arrangements for safeguarding are effective. Staff have a secure understanding of child protection procedures. Robust recruitment helps ensure suitability of those working with children. Staff check the environment to minimise any hazards to children. Children play and learn in a safe and secure environment. Staff are encouraged to attend training to enhance their skills.

Quality of teaching, learning and assessment is good

Staff gain lots of information from parents, and use their own observations to plan inspiring activities and experiences that ignite children's interest. Children's perseverance and motivation for learning are encouraged by the involvement of staff, who follow their lead and model the use of language very well. For example, younger children listen to stories attentively and predict what will happen next. Staff ask lots of questions, test children's understanding, extend their thinking skills and encourage problem solving. For example, as older children explore different types of fruits and vegetables, they compare shapes, sizes and quantities. Staff encourage children to attempt simple problems to help develop their emerging mathematical skills.

Personal development, behaviour and welfare are good

Children are warmly welcomed in the nursery, staff are friendly, nurturing and attentive to their needs. They are familiar with the daily routines, which help to support their emotional well-being. Staff skilfully use children's home language to help children settle into the nursery, and as they learn to develop good levels of English. Through discussions and activities for example, staff support children emotionally for their move on to school. Staff encourage good hygiene practices. They involve both parents and children to learn about the benefits of healthy practices, such as eating well and regular exercise.

Outcomes for children are good

All children are inquisitive and have a real desire to learn. They explore the nursery with confidence, and make independent choices in their play. All children make strong attachments with staff and other children. Children's communication and language skills are developing well. Older children articulate their needs and wants effectively. Younger children imitate sentences that they hear, and develop their concentration as they learn to listen to adults and respond to instructions. All children, including those learning English as an additional language and those in receipt of funding, make good progress.

Setting details

Unique reference number	EY484163
Local authority	Birmingham
Inspection number	1074484
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	60
Number of children on roll	60
Name of registered person	Al-Madina Nurseries Limited
Registered person unique reference number	RP904107
Date of previous inspection	20 September 2016
Telephone number	0121326 0606

Al-Madina Nursery 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 during 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.

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