

Tarbiyah Nurseries

Tazbiyah Nurseries, 3 Smedley Lane, MANCHESTER, M8 8UJ



Inspection date	27 February 2018
Previous inspection date	18 December 2014

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

- There is a strong commitment to continue to raise the already good-quality provision. Experienced leaders have a clear and accurate view of the nursery strengths. They seek feedback from staff, parents and children to identify areas for further development.
- Partnerships with parents are highly effective. Staff keep parents informed about all aspects of children's care and learning. Staff use various methods to help parents to support children's learning at home. They provide a wealth of support to families within the local community. This includes, providing paediatric first-aid training for parents.
- Leaders and well-qualified staff understand how young children learn. Overall, they plan interesting activities that children enjoy. This helps to ignite their curiosity and motivate them to learn. Children make good progress.
- The homely environment is calm and welcoming. The key-person system is robust. All children develop close bonds with nurturing staff who know them well. This contributes towards their happiness, high levels of self-esteem and strong emotional security.
- Children's physical health is a priority. Staff provide a healthy and nutritious diet and reinforce positive hygiene practices, including teeth brushing. Extracurricular activities which include regular sports sessions help children to be physically active.

It is not yet outstanding because:

- Staff do not use assessment findings to plan meticulously to support older children's next steps in learning, so that they are helped to make the best progress possible.
- Group activities are not always planned effectively to hold all children's interests and encourage their involvement and participation.

What the setting needs to do to improve further

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

- make better use of assessments to plan more specific and precise next steps and increase the potential for older children to make rapid progress in their learning
- plan group activities more effectively to encourage all children's involvement and participation.

Inspection activities

- The inspector toured all areas of the nursery. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the leadership team and carried out two evaluations of teaching with the deputy manager and senior leader.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed the nursery's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents through discussions and written feedback obtained prior to inspection.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that staff are trained in the child protection policy. All staff fully understand the correct procedures to follow should they have concerns about children's welfare. The nursery is very secure. This helps to keep children safe. Staff receive ongoing support and regular training. This helps them to continue to develop their already good knowledge and keep their skills updated. Staff have opportunities to observe each other to share their skills and expertise. Overall, this contributes towards positive outcomes for children. Leaders monitor the progress made by different groups of children. This generally helps to ensure that any identified gaps in progress are identified and appropriate action is taken.

Quality of teaching, learning and assessment is good

Staff provide many exciting learning opportunities that capture children's enthusiasm and enthuse them. Younger children keenly investigate paint using rollers and their hands. They enjoy mark making using whiteboards and marker pens. This contributes towards their writing skills. Older children experiment and use their sensory skills as they make 'slime' from assorted materials. Enthusiastic staff skilfully introduce mathematical language as children explore the texture. Staff encourage older children to recognise colour and count quantities as they add ingredients to the mixture. Children delight in sharing books with staff. They listen with anticipation to favourite stories.

Personal development, behaviour and welfare are good

Staff take time to find out about children's individual needs and preferences. This helps them to provide effective support during the transfer into the nursery and when they move rooms. Staff work closely with parents to tailor younger children's care to reflect home routines. Children are content and secure. Staff have established good relationships with other settings that children also attend. This helps to provide consistency for older children who receive shared care, for example, at school. Children take home a teddy bear and delight in telling their friends about their weekend with the bear. Bilingual staff speak to children in their home language and English. This helps to value and include children who speak English as an additional language.

Outcomes for children are good

Children are confident and curious learners. They independently make choices and are involved in decision-making. For example, they were consulted on the recent menu changes. Even two-year-olds capably serve themselves at mealtimes. All children, including children in receipt of additional funding make good or at least typical progress from their starting points. Children develop close relationships with others and play happily together. They behave well. Children develop a good understanding of routines. They follow visual timetables and when staff raise their hands in the air, they know to stop and tidy up before the next activity begins. Young children develop many skills needed for future learning and older children are ready for the eventual move to school.

Setting details

Unique reference number	EY339005
Local authority	Manchester
Inspection number	1104526
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	96
Number of children on roll	139
Name of registered person	Tarbiyah Nurseries Limited
Registered person unique reference number	RP905526
Date of previous inspection	18 December 2014
Telephone number	0161 211 6912

Tarbiyah Nurseries registered in 2006. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds a qualification at level 4 and 13 hold appropriate qualifications at level 3. The nursery opens Monday to Friday, all year round, with the exception of bank holidays and one day for each of the Eid celebrations. Sessions are from 8am until 6pm. The nursery provides funded early years education for two-, three- and four-year-olds.

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