

# Dar Ul Madinah Uk Ltd

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



<b>Inspection date</b>	19 March 2018
Previous inspection date	21 October 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The monitoring of staff is not effective in identifying significant weaknesses or in providing support and coaching that sharply focus on raising the quality of practice.
- The key-person system is ineffective. Staff do not yet know children well enough to effectively meet all of their learning needs.
- Staff assessment of children's progress is not accurate. This means that staff do not plan learning experiences that are well matched to children's current stage of development. Furthermore, they do not clearly identify where children may be at risk of falling behind in their learning and development.
- The provider does not conduct their own Disclosure and Barring Service checks when employing new staff. This means that not all essential checks have been completed to ensure that staff are suitable to work directly with children.
- Procedures for risk assessment are not robust. Staff do not fully understand or fulfil their responsibility to risk assess all areas that children use. They do not identify all possible risks or take appropriate steps to ensure children remain safe.
- Staff do not consistently manage children's behaviour in an effective manner.

### It has the following strengths

- Staff treat children with kindness and encourage them to do things for themselves. This contributes to children's good levels of independence.

## What the setting needs to do to improve further

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

	Due Date
■ develop the monitoring of staff so that support and coaching are focused on improving their knowledge and skills, to raise the quality of practice	22/04/2018
■ ensure that the key-person system is effective so that children receive the support they require to meet their individual needs	22/04/2018
■ develop the learning experiences provided for children and increase staff's awareness of how to use the assessment system to accurately monitor children's progress and to plan for their future learning	22/04/2018
■ ensure that recruitment and vetting processes are robust and that new Disclosure and Barring Service checks are sought for all staff	22/04/2018
■ take reasonable steps to ensure the safety of children in all areas of the building they have access to	22/04/2018
■ ensure that staff have the necessary knowledge and skills to manage children's behaviour effectively.	22/04/2018

## Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the head of school. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with a small number of parents and also considered their views in written form during the inspection.

## Inspector

Denise Farrington

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Weaknesses and instability in the leadership and management of the pre-school have resulted in breaches of the statutory requirements which impact on the safety of children. The arrangements for safeguarding are not effective. Staff do not check all areas that children use for possible risks and fail take appropriate steps to ensure children's safety. For example, staff do not check the shared hall for hazards, such as chairs, tables and other equipment, before children use it. That said, staff do have a good understanding of safeguarding policy and procedures. They can identify issues that would give them cause for concern about a child's welfare and know how to refer any concerns to the appropriate authorities. All staff have been employed since the last inspection. Although the provider obtains Disclosure and Barring Service checks from staff's previous employers, they do not conduct their own checks to robustly assess staff suitability. The manager holds regular staff supervision sessions. She observes staff as they work with children and discusses aspects of their practice. However, she does not successfully identify areas of weakness in staff practice, such as weaknesses in the assessment of children's progress. Opportunities for coaching and further training are not effectively used to improve the knowledge and skills of staff.

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

Weaknesses in staff's understanding of how to assess children's progress have resulted in inaccurate and sometimes infrequent checks on children's learning and development. This means that staff are unsure of children's current levels of progress. Although staff use their knowledge of children's interests when planning activities, they are unclear about children's next steps in learning and do not plan activities that challenge them to make progress. They do, however, encourage children to make choices from the high-quality toys and resources available. Staff talk to children as they play, introducing new words and counting. However, this is sometimes interrupted when staff are required to manage the disruptive behaviour of some children.

### Personal development, behaviour and welfare are inadequate

Parents speak highly of the pre-school. However, some are unsure of who their child's key person is. The frequent changes in staff mean that the key-person role is not effective. Staff do not know all children well enough to meet their needs and support them during their time at pre-school. Staff do not manage children's behaviour well. Some children display unwanted behaviours, such as kicking the chairs that other children are sitting on and running around the room. Staff are inconsistent in their approach to behaviour management, which results in a sometimes chaotic learning environment. Children have opportunities for daily physical exercise and staff understand the benefits of a healthy lifestyle. Children follow good hygiene procedures and enjoy a range of healthy snacks. Staff teach children about Islamic traditions well and support them to understand the similarities and differences between themselves and others in the local community.

### **Outcomes for children are inadequate**

Although staff encourage children to share, take turns and become more independent, significant weaknesses in the accuracy of assessments mean children do not make enough progress and are not equipped with key skills for school. The failure of leaders and managers to monitor the quality of the nursery robustly has resulted in some children not making the progress they are capable of. These inadequacies significantly affect children's potential learning, which means that outcomes for children are poor.

## Setting details

<b>Unique reference number</b>	EY491901
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	1077278
<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 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	30
<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>	21 October 2016
<b>Telephone number</b>	01254262823

Dar Ul Madinah Uk Ltd registered in 2015. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one at level 5 and two at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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