

Al-Madina Nursery

Medina Nurseries, 68 Shakespeare Street, Birmingham B11 4SB



Inspection date	14 September 2018
Previous inspection date	15 September 2015

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

The provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently good. Not all staff update and use information from the assessments of children's progress well enough to understand children's level of achievement and provide appropriately challenging activities.
- Staff do not routinely provide a broad enough range of interesting activities to promote children's learning, in particular in mathematics, literacy and understanding of the natural world.
- The monitoring systems and programme for staff professional development are not focused sharply enough on raising the overall quality of teaching and experiences for children to a consistently good standard.

It has the following strengths

- Staff warmly welcome parents on arrival and keep them up to date about their children's day and achievements.
- Staff organise mealtimes well to help increase children's self-help skills and independence.
- Staff have close relationships with children and support their emotional well-being effectively.
- Children who have special educational needs and/or disabilities are monitored well and staff provide targeted support to help close gaps in their learning.

What the setting needs to do to improve further

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

	Due date
ensure all staff consistently update and use the information gained from assessing children's progress to help them understand children's level of achievement and plan appropriately challenging activities	16/11/2018
improve the quality and range of activities on offer to help motivate children's enthusiasm for learning, in particular in promoting children's mathematics, literacy and understanding of the natural world.	16/11/2018

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

- monitor and evaluate more robustly the impact of individual staff practice, and provide staff with professional development opportunities that help raise the quality of teaching to a consistently good level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and during an outing to the park and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery owners, area manager and manager. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Parm Sansoyer

Inspection findings

Effectiveness of leadership and management requires improvement

There have been a number of managers in place since the last inspection and the vast majority of staff are new. This has led to the quality of teaching and care not being consistently monitored. In addition, staff professional development opportunities have not been sufficiently focused on raising the quality of teaching to a consistently good level. A new manager has recently been appointed. She is enthusiastic and well experienced. She has a realistic overview of the quality of the service provided and has identified that it requires improvement. Arrangements for safeguarding are effective. There are robust recruitment and vetting systems to ensure staff are suitable to work with children. Staff have a secure knowledge of the possible signs of abuse and neglect and the procedures to follow if they have a concern. Parents report good levels of satisfaction and are impressed by the support and guidance they receive.

Quality of teaching, learning and assessment requires improvement

Staff establish children's starting points on entry and regularly observe children. However, some staff do not confidently and consistently update the assessment information and use it precisely enough to help them plan challenging next steps to help children make the best possible progress. As a consequence, on occasions activities lack purpose and challenge. Staff do not consistently offer a rich range of experiences to help further extend children's learning in mathematics, literacy and their understanding of the natural world. On the occasions when teaching is good, children are motivated and eager to learn. For example, in the toddler room a member of staff encourages children to explore texture as they mix water with cornflour and places a strong focus on introducing new words and encouraging children to speak.

Personal development, behaviour and welfare require improvement

Due to weaknesses in planning, not all children consistently benefit from stimulating activities that capture their imagination. Despite this, staff build close relationships with children and spend time getting to know new children and focus on helping them settle. Staff place a clear focus on teaching children about the codes of behaviour in place and offer good praise and encouragement to help them learn how to behave well. Staff help children learn about healthy eating and that exercise is good for their bodies. Children are supervised well on outings and learn about road safety and how to keep safe.

Outcomes for children require improvement

Not enough children, including those who speak English as an additional language, make consistently good levels of progress from their starting points. That said, children in the pre-school room are eager to participate and listen during group time as they learn about the weather, days of the week and seasons. Children enjoy exploring the dough, paints and art and craft materials. Children learn about their own and other families and learn to respect these differences. Children steadily acquire the basic skills required in preparation for school.

Setting details

Unique reference number	EY484253
Local authority	Birmingham
Inspection number	10061617
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	50
Number of children on roll	44
Name of registered person	Al-Madina Nurseries Limited
Registered person unique reference number	RP904107
Date of previous inspection	15 September 2015
Telephone number	0121771 0077

Al-Madina Nursery registered in 2011. The nursery opens Monday to Friday, during term time only. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs six members of staff. Of these, two hold an early years qualification at level 6 and four hold a qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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