

Muhammadi Nursery

CLIFTON MOSQUE 17 CLIFTON ROAD, BALSALL HEATH, BIRMINGHAM,
WEST MIDLANDS B12 8SX



Inspection date	18 September 2018
Previous inspection date	16 November 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- Managers have not developed partnerships with other settings children also attend, to share information about what children need to maintain their learning and development.
- Staff do not implement effective practice to protect children against the risk of infection. In particular, they do not follow good practice with regard to handwashing procedures to promote children's good health.
- Children do not receive effective support to learn how to maintain all aspects of their personal hygiene.
- The manager does not ensure she monitors staff practice robustly and that she takes prompt action to address key weaknesses in the provision.

It has the following strengths

- Staff provide stimulating activities that hold children's attention and help them to learn. They regularly assess children's development and plan effectively for the next steps in learning, enabling children to make good progress.
- Children take delight in outside play activities and they have many opportunities to explore the space and to make discoveries. They have access to a wide range of interesting resources to support their play.
- Parents are very satisfied with the staff and the environment they provide for children's learning and play. They say that staff have a caring attitude and that managers are flexible and try to accommodate their requests.

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
develop an effective two-way flow of information sharing with other settings that children attend, to ensure they get the support they need in their learning and development	01/10/2018
implement rigorous hygiene procedures to protect children against the possible risk of infection.	01/10/2018

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

- help children to develop the skills they need to maintain all aspects of their personal hygiene
- strengthen the monitoring of practice to address promptly any weaknesses in the provision.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning. The inspector carried out joint observations of activities with the manager and the deputy manager.
- The inspector spoke with the staff and the children during the inspection.
- The inspector looked at a sample of documents required for the smooth running of the nursery.
- The inspector held meetings with the manager and the deputy manager, and discussed the self-evaluation process.
- The inspector spoke with a number of parents and read a sample of written feedback from other parents, and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Managers and staff know how to recognise signs of possible abuse and neglect. They have a clear understanding of their responsibilities to report concerns and to protect any child from harm. The manager has effectively addressed the recommendations set at the last inspection. However, she does not review all aspects of staff practice rigorously to maintain a good standard of care at all times. Staff receive support and guidance to increase their knowledge to help children learn. For example, they have opportunities to attend courses in the physical development of children. Subsequently, they have focused on helping children to develop their muscles through exercise in preparation for early writing. However, managers do not ensure they obtain information from other providers to maintain continuity in children's learning. Conversely, managers and staff share information consistently with parents and respond to their suggestions. Parents have contributed to the development of the outside play space and they appreciate the friendliness of the staff, the welcoming atmosphere and the range of activities on offer for their child.

Quality of teaching, learning and assessment is good

Staff engage children well during activities and they provide good guidance and support for children's learning. Children recognise several colours and they solve problems while they sort and match jigsaw pieces. Staff promote children's language skills well. They listen to what children say and extend their learning through discussions about differences in people. Staff observe children while they play and they use the information gained to plan for the next steps in children's learning. Staff implement effective strategies to support children who have language delay and this helps to close gaps in their learning. Staff motivate children with praise and encouragement. Parents and staff discuss children's progress regularly and they share ideas for further learning.

Personal development, behaviour and welfare require improvement

Although staff are deployed well to supervise children at mealtimes, they do not ensure they consistently use good hygiene practice. Staff do not routinely ensure children use soap to wash their hands before or after lunch. Furthermore, children then use their hands to access raw vegetables and fresh fruit from serving platters. Therefore, children do not receive effective support to learn what they should do because staff do not promote children's personal development appropriately. Nevertheless, children behave well and they learn to share resources. The settling-in period is managed well to help children quickly feel at ease in the nursery.

Outcomes for children are good

All groups of children make good progress in their learning and development. Children develop good independence skills and they make decisions during activities and routines. Children play well together. They agree on what they should do to complete tasks and they take turns at sharing resources. Children develop skills in early literacy and numeracy in preparation for their move to school.

Setting details

Unique reference number	227211
Local authority	Birmingham
Inspection number	10061558
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	41
Name of registered person	K.S.I.M.C Committee
Registered person unique reference number	RP520314
Date of previous inspection	16 November 2015
Telephone number	0121 440 8661

Muhammadi Nursery registered in 1989. It opens each weekday from 9am to 3pm, term time only. The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 2, level 3 or level 7. The nursery provides funded early education for two-, three- and four-year-old children.

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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