

Inspection date	12 September 2018
Previous inspection date	19 March 2018

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Inadequate	4 4
Effectiveness of 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

The provision is inadequate

- The entire staff team has been changed and actions only partially addressed since the previous inspection. Weaknesses and instability in management have resulted in further breaches of statutory requirements demonstrating a poor capacity for improvement.
- Managers who are responsible for safeguarding do not have the relevant knowledge, training and skills to keep children safe. Children's safety is significantly compromised.
- Induction procedures are not adequate. Staff do not have a secure knowledge and understanding of how to report concerns about children's welfare, nor do they know the correct procedures to follow in the event of an emergency.
- The provider has not ensured that all suitability checks have been completed prior to staff having unsupervised contact with children being cared for.
- Weaknesses in the key-person system and the deployment of staff have a significant impact on children's behaviour, care and learning.
- Hygiene practices are poor and do not promote children's good health. Handwashing routines are not adequate to prevent the spread of infection, particularly at snack time.
- Staff do not consider children's individual needs, interests and stage of development to provide experiences that are challenging and enjoyable in all areas of learning.

It has the following strengths

- Children who speak English as an additional language are supported by staff who can communicate with them in their home language.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure the designated lead for safeguarding has the relevant knowledge and skills to carry out the safeguarding procedures and provide support, advice and guidance to staff to keep children safe	12/10/2018
implement effective induction procedures to ensure all staff are trained to understand and implement safeguarding policy and procedures and emergency evacuation procedures	12/10/2018
ensure staff whose suitability has not been checked, including through a criminal records check, do not have unsupervised contact with children being cared for	12/10/2018
ensure the key-person system offers a settled relationship for each child, and care and learning are tailored to meet their individual needs	12/10/2018
ensure that staff are deployed effectively to respond to children's individual care, learning and development needs, to improve the outcomes for all children	12/10/2018
improve practice to promote children's good health and hygiene, and take all necessary steps to prevent the spread of infection.	12/10/2018

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

	Due date
provide children with challenging and stimulating opportunities that take account of their individual stage of development and interests.	12/10/2018

Inspection activities

- The inspector observed activities and experiences available to the children indoors and outdoors.
- The inspector observed interactions between children and staff, and spoke to the children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector sampled documentation, including evidence of the suitability of staff, attendance records and children's registration documents.
- The inspector spoke to staff and held meetings with the manager and headteacher.

Inspector
Linda Shore

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Induction procedures for new staff do not adequately prepare them for their roles and responsibilities. They do not know the correct evacuation procedures to be followed in an emergency. Staff do have an understanding of the signs and symptoms that may indicate a child is at risk of harm. However, the designated safeguarding officer does not have the required skills and training for the role, therefore, she does not know what to do if concerns are reported to her. The provider has records of Disclosure and Barring Service checks from staff's previous employers and is undertaking their own checks to ensure staff's suitability. However, these checks have not been completed prior to the beginning of term. As a result, staff members whose suitability has not been rigorously checked are working unsupervised with children, including providing intimate care. This combination of failures puts children at significant risk of harm. Plans are in place to monitor children's progress and provide supervision and training for staff's ongoing professional development.

Quality of teaching, learning and assessment is inadequate

Staff fail to meet the individual needs of all children attending. The quality of teaching is poor and does not match the development stage for some children. The manager and staff demonstrate an understanding, in discussion, of how to observe and assess children's progress. They have documents in place to track children's progress and have begun to carry out some initial observations of children to establish a baseline assessment. However, it is not possible to establish the accuracy of these as staff and children have only been attending for a week. The circle time activity meets the interests of some children as they sing together and are given a sticker at the end for good sitting. Other children are not engaged and told they must put other resources back and sit and listen. This does not help children learn to make their own decisions or understand why they must follow these rules. Children also take part in a half-hour session each day with an external provider. During this time, even very young children are expected to sit on the carpet for a lesson. They are given detailed instructions about how to scrunch tissue paper and stick it to paper plates to create the sun. This does not support their own thinking skills and creativity. Activities are mostly adult led, children are not engaged and the learning objectives not met. A high proportion of children is learning English as an additional language. Staff speak to children in their home language and understand the importance of promoting children's English speech and understanding. However, in general, children's communication skills are not well supported as interactions often focus on behaviour management, routines and instructions.

Personal development, behaviour and welfare are inadequate

The key-person system is not used effectively. All children have been allocated a key person, parents know who their key worker is and partnerships are developing. However, staff do not implement the system effectively to help children settle and build secure relationships. For instance, children who are new to the setting and very upset are not comforted by their own key person. This has a negative impact on children's transition into the setting and their emotional well-being. Poor deployment of staff means that

children are often left with one member of staff, for example, while preparing for their snack and when one staff member leaves to provide personal care for a child. This results in children not engaging in activities and behaviour deteriorating. Staff use positive behaviour management strategies, such as encouraging children to share and take turns. However, poor organisation and teaching support mean that children do not consistently behave well. This is exacerbated by a lack of resources and activities to engage children's interest, particularly outdoors. Children enjoy healthy snacks. However, they do not gain an understanding of the importance of good hygiene practices. Staff prompt them to wash their hands before eating, but they do not use soap to wash their hands or dry them afterwards to help prevent the spread of infection. Children are learning to do some things for themselves, for instance, staff encourage them to identify and try to put on their own coats. Risk assessments and daily checks of the indoor and outdoor environment ensure that possible hazards are identified and removed.

Outcomes for children are inadequate

Significant weaknesses in the quality of teaching and learning mean children are not challenged to make the progress expected to be ready for school. Children do not actively engage in learning and their emotional well-being is not well supported. Nevertheless, children are gaining some of the basic skills they need for their next stage of learning, such as managing some of their clothing independently.

Setting details

Unique reference number	EY491901
Local authority	Blackburn with Darwen
Inspection number	10057069
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 - 3
Total number of places	50
Number of children on roll	15
Name of registered person	Dar-UI-Madinah Uk Ltd
Registered person unique reference number	RP534509
Date of previous inspection	19 March 2018
Telephone number	01254262823

Dar Ul Madinah Uk Ltd registered in 2015. The pre-school employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 5 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm and 12.45pm to 3.45pm.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

