

# Al-Madina Nursery

Medina Nurseries, 68 Shakespeare Street, Birmingham B11 4SB



<b>Inspection date</b>	8 May 2019
Previous inspection date	14 September 2018

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

- The leadership and management team have focused well on raising the quality of teaching and learning experiences for children. They have implemented a highly effective programme for staff's professional development and systems to monitor practice. This ensures the quality of teaching is consistently good and continuing to improve.
- Staff provide a wide range of stimulating and challenging activities to promote children's learning indoors. This includes an array of activities to support children's learning in mathematics, literacy and the natural world.
- Staff continually update and effectively use assessments to identify children's level of achievement. This information is used well to reduce any differences in children's learning. This ensures all children make good progress, including children whose starting points are lower than expected and those with special educational needs and/or disabilities.
- Staff are sensitive in their interactions with children. They help children to develop independence, confidence and a positive sense of themselves. Staff praise children's good behaviour and encourage children to consider others as they play.
- Children benefit from staff using their bilingual skills to support them if they arrive at the nursery with no or very little spoken English. Staff model good English speaking skills and skilfully help children to learn to speak a good standard of English.
- Staff are less effective in planning for outdoor play. Children have fewer opportunities to play and learn outdoors.
- Staff do not fully explore all ways to share information with parents so that all parents receive tailored and detailed guidance to help them support learning at home.

## What the setting needs to do to improve further

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

- improve opportunities for children to play and learn outdoors
- find more ways to share information with all parents so that they receive tailored and detailed guidance to help them support learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- 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**  
Christine Armstrong

## Inspection findings

### Effectiveness of leadership and management is good

The manager is highly qualified. She uses her expert knowledge to provide high-quality supervision, support and coaching for staff. Consequently, staff are motivated, knowledgeable and effective in their role. The monitoring of children's progress is robust and focuses on providing targeted support to help reduce any differences in children's learning. Effective partnership working is in place with parents and agencies contributing to ensure children receive all of the support they need to make good progress. Safeguarding is 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.

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

Staff have high aspirations of children's learning. They provide a good balance of child-initiated play and well-planned and targeted adult-led sessions. Staff are skilled in attracting and maintaining children's attention and interest. They make things fun and exciting. As a result, children are motivated to take part and eager to learn. Staff give children clear explanations and demonstrations that help children to develop skills, such as sitting well and listening. Staff focus well on promoting children's communication and language skills during all activities. They are skilful in helping children to use and understand an increasing range of vocabulary to describe the world around them. For example, pre-school children learn that the person who writes books is called an author and the person who draws the pictures in the books is called an illustrator. Staff show good levels of interest in what children say and do. They encourage children to be inquisitive and find things out for themselves, such as how many cups of water they need to balance the scales. Staff encourage children to think about things and give their explanations, such as where water might come from. Staff show children how they can use the wide range of imaginative and creative resources.

### Personal development, behaviour and welfare are good

Staff help children to feel safe and secure. They prepare children for changes in the routine and help children to resolve conflicts with other children. Staff continually extend children's understanding of healthy living. Children know that being physically active is good for them. They are eager to take part in daily physical activities indoors, including running races and music-and-movement sessions. Staff help children to learn about the effects of exercise on their body and that they need healthy food and drinks to grow and stay healthy. They help children find out about the wider world, including communities beyond their own.

### Outcomes for children are good

Children gain the skills they need for their future learning and for school, when the time comes. Gaps in children's learning are closing. Children are active and motivated learners. They enjoy learning how to do new things and demonstrating what they know and can do. Children develop good social and communication skills. They enjoy taking part in conversations with adults and other children and learning to sing a wide range of songs. Children develop a good level of interest in numbers, shape and measure.

## Setting details

<b>Unique reference number</b>	EY484253
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10079011
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Al-Madina Nurseries Limited
<b>Registered person unique reference number</b>	RP904107
<b>Date of previous inspection</b>	14 September 2018
<b>Telephone number</b>	0121771 0077

Al-Madina Nursery registered in 2011. It is one of three nurseries run by Al-Madina Nurseries Limited. 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, one holds 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.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

