

Madina Seeds Nursery

Unit 2, Mount Pleasant Business Centre, Jackson Street, Oldham OL4 1HU



Inspection date	17 June 2019
Previous inspection date	7 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 manager and staff have worked very hard to make the necessary improvements since the previous inspection. The manager has implemented detailed action plans, with support from the local authority, to ensure that these changes rapidly improve the quality of the nursery.
- Partnerships with parents are highly effective. The staff have innovative ways of involving parents in their children's learning and the life of the nursery. For example, Mother's and Father's Day events gave parents the opportunity to play alongside their child and key person. This helps to promote a shared approach to children's learning.
- Staff place a strong focus on supporting children's social and emotional development. Children are reminded of the 'golden rules' for the right way to behave and are encouraged to use their manners. As a result, children's behaviour is very good and they are kind and courteous to staff and their friends.
- Highly qualified staff provide an exciting and stimulating learning environment which includes focused activities and child-led play. As a result, children of all ages enjoy their time at the nursery and are confident learners. For example, children thoroughly enjoy exploring paint, pasta shapes and glitter. They mix their own paints and talk about how the paint feels 'soft' and rub the glitter between their fingers. This helps to encourage their emerging creativity and communication skills.
- The manager closely monitors the performance of staff. Staff have completed a wealth of training courses since the previous inspection. They also benefit from individual meetings with the manager, alongside team meetings. This has resulted in improvements to the educational programmes, and staff say that they feel supported in their roles.
- Children have fewer opportunities to develop their writing skills compared to other aspects of learning.
- On occasions, teaching does not always meet the individual learning needs of all children. For example, during a story time activity, some younger children become distracted and leave the group.

What the setting needs to do to improve further

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

- maximise opportunities for children to develop their early writing skills
- strengthen the quality of teaching to ensure that practitioners sharply focus on the individual learning needs of all children.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector spoke to the managers, staff and children at appropriate times during the inspection.
- The inspector observed children during activities indoors and outdoors.
- The inspector took account of the views of parents spoken to on the day of the inspection and viewed their written comments.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. The inspector also looked at a range of other documentation, including policies and procedures.

Inspector

Stephanie Nixon

Inspection findings

Effectiveness of leadership and management is good

The dedicated manager and new staff team have successfully overcome the weaknesses identified at the previous inspection. All staff have embraced the support provided by the local authority. Safeguarding is effective. Staff have attended further safeguarding training and are regularly questioned on their safeguarding knowledge. As a result, they have a good knowledge of the procedures to follow if they were to have concerns about the welfare of a child. The manager regularly gathers the views of parents, staff and children when reviewing the quality of the nursery. She takes these views seriously and is dedicated to continuously striving for improvement. The manager has a good knowledge of the progress children are making. She uses this information to shape the educational programmes. For example, a recent focus on mathematics has improved outcomes for children in this area of learning.

Quality of teaching, learning and assessment is good

The quality of teaching across the nursery is good. Staff use their knowledge of how children learn to plan exciting and challenging activities. As a result, children are confident learners who thoroughly enjoy their time at the nursery. Two-year-old children thoroughly enjoy a tooth brushing activity. They practise squeezing the toothpaste out of the tube and are encouraged by staff to brush all of their teeth to make them clean. This helps them to develop an understanding of oral hygiene and promotes their early physical development. Three-year-old children enjoy painting the wooden fences in the outdoor area. Staff encourage them to observe how the paint changes in the rain and to feel the paint with their fingers. This helps children to develop an early awareness of how things change and supports their early exploration and prediction skills.

Personal development, behaviour and welfare are good

Parents speak very highly of the staff and how they have established supportive relationships with them. Staff establish this relationship before children start by completing home visits. They use these visits to obtain essential information about the child and their family and to build up a strong relationship right from the start. As a result, children are very happy and settled when they arrive at the nursery. Staff consistently encourage and reinforce good hygiene and care practices. Two-year-old children confidently wash their own hands and talk about how they are washing the germs away. This helps to promote their understanding of living a healthy lifestyle and their emerging independence skills.

Outcomes for children are good

All children make good progress in relation to their starting points and are developing good skills to prepare them for their eventual move to school. Three-year-old children are developing excellent listening and attention skills. During a circle time, they tell the class penguin what they did for Father's Day. Children are not only confident to share their own stories, but listen with respect and attention as their friends share their stories. The support for children with special educational needs and/or disabilities is good. Staff work in partnership with outside agencies, such as speech therapists, so that this group of children receive the best possible support to help them make good progress.

Setting details

Unique reference number	EY553326
Local authority	Oldham
Inspection number	10092315
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	60
Number of children on roll	36
Name of registered person	Madina Institute Trust
Registered person unique reference number	RP553325
Date of previous inspection	7 January 2019
Telephone number	07877475664

Madina Seeds Nursery registered in 2017. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications. This includes one member of staff who holds early years professional status. The nursery opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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