

Muhammadi Nursery

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



Inspection date	2 July 2019
Previous inspection date	18 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are highly skilled in working with children and they value the individual needs of each child attending the nursery. Children's well-being is the highest priority and staff provide exceptional levels of care. Continual praise and reassurance provide children with emotional security and they thrive in this exciting environment. Children are highly confident and have unprecedented levels of self-esteem. As a result, children's behaviour is excellent.
- Teaching is consistently good and at times better than good. Staff know the children well and have high expectations that children will do well in their next stage of learning. Staff make good use of assessment to focus on what skills children need to acquire to move them forward. They plan well, to include a wide range of exciting experiences that motivate children to learn and practise their skills.
- Partnerships with parents are strong. There are close links formed during children's induction, where staff consider what is best for each child. Regular information is shared about children's progress and, as such, parents are clear about their children's development. Good home links are forged through shared activities and community events initiated by the nursery.
- Leaders are ambitious and have the highest expectations of providing high-quality childcare and learning. There is good support for staff and an ongoing programme of development and training. This keeps staff up to date with current practice.
- Occasionally, children are not challenged to the highest level when they are already doing well.
- Although there is a broad range of activities in early mathematics, this could be further improved to increase the variety of opportunities linked to space and measure more creatively.

What the setting needs to do to improve further

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

- set the highest expectations for what children can achieve and continue to challenge what they know and can learn
- continue to broaden the range of opportunities about space and measure that appeal to children's different ways of learning.

Inspection activities

- The inspector observed the quality of the childcare indoors and outdoors and evaluated its impact on the children's learning and development.
- The inspector spoke to children and staff and observed their interactions throughout the inspection. She undertook a joint observation of practice with the manager.
- The inspector looked at a range of documentation, including records of progress, a sample of policies and procedures, learning journals and evidence of suitability checks at the nursery.
- The inspector spoke to parents and took account of their views.
- The inspector viewed all areas of the premises used for childcare.

Inspector

Yvonne Johnson

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about their roles and responsibilities to protect children who may be at risk of harm. They know the procedures to follow, should they have a concern about a child's welfare. Leaders have addressed the actions from the last inspection. They expect the highest levels of practice from the staff. They have a regular programme to support staff's knowledge and understanding and share their vision of good-quality childcare. Staff attend regular training and share information with other staff so that practice continues to improve.

Quality of teaching, learning and assessment is good

Teaching is consistently strong. Accurate assessment of children, when they start, means that staff plan precisely to meet children's needs. Ongoing observation moves children to their next stage as they acquire more skills, and their learning is swift. Activities are exciting and quench children's desire to learn. The environment is bright and interesting. Children particularly enjoy their time outdoors. Staff provide good supervision and are skilled at knowing when to intervene and when to allow children time to think. They ask children to explore what time means. For example, they ask children 'how long is a turn?' Children answer 'seven minutes'. They think about how long this is and count out with their fingers to see if they think this is 'too long' or 'too short'. Children learn about different communities. They visit the library and learn about the environment.

Personal development, behaviour and welfare are outstanding

Children's social and emotional well-being is the highest priority. Children are exceptionally well supported by staff who are extremely committed to providing the highest levels of care. Staff are excellent role models for the children, and British values, including respect and tolerance, are embedded strongly into practice. Staff treat children with respect and, as such, children learn to treat each other with kindness and tolerance. Children form exceptionally close relationships with staff, who praise and reward them for their continued good behaviour. Children are confident and play cooperatively. They take turns and share. They think about the feelings of others as they play. Children problem-solve together and have excellent imagination. They can explain in detail what they are doing. As they play in the mud kitchen, they pretend to make soup. They describe what they have made and share the experience with others, for example, 'It's chocolate soup, taste it'.

Outcomes for children are good

Children are making good progress from their starting points. Their physical skills are good. They move across the climbing wall with ease, moving their hands and feet across the holds. They learn to follow the track on bicycles and scooters, manoeuvring with skill. Children develop an enjoyment of books and learn to use these as a reference. As they create their own ladybirds, they use the book to check what they need, such as how many wings and spots. Children develop early mathematics, comparing spots on the ladybird. Good use of the pupil premium funding focuses on communication and language. A new range of equipment also encourages children to learn at home. The nursery links with local schools to support children's smooth transition.

Setting details

Unique reference number	227211
Local authority	Birmingham
Inspection number	10079834
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	40
Number of children on roll	53
Name of registered person	K.S.I.M.C Committee
Registered person unique reference number	RP520314
Date of previous inspection	18 September 2018
Telephone number	0121 440 8661

Muhammadi Nursery registered in 1992. It opens each weekday from 9am to 3pm, term time only. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2, level 3 and level 7. The nursery provides funded early education for two-, three- and four-year-old children.

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