

Inspection of Al-Madina Nursery

142 Stoney Lane, Balsall Heath, Birmingham B12 8AQ

Inspection date: 13 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Teaching is variable. The arrangements for monitoring staff performance are not yet fully effective. Leaders and managers do not focus as sharply as possible on extending staff's knowledge and skills in this area. Children have built positive attachments with staff who are caring and welcoming. Staff are familiar with the children's routines and children's care needs are well met. Children show that they are settled and happy in this safe and secure nursery. However, staff do not have the highest expectations for children's learning. Due to the weakness in teaching and planning, children do not yet benefit from the most appropriate challenge in their learning to help them achieve their full potential. Nevertheless, the curriculum is generally broad. Children show a willingness to learn and make choices in what they want to play with. For example, two-year-olds explore textures, such as sand and play dough. Pre-school children take part in role play, pretending to make tea. Children make marks and know that print carries meaning. They enjoy listening to stories and pointing to the illustrations. Children are respectful towards adults and visitors. They follow instructions and generally behave well. Staff help children to understand the importance of sharing and taking turns.

What does the early years setting do well and what does it need to do better?

- Leaders and managers have improved security in the nursery. They have installed closed-circuit television.
- Leaders and managers conduct supervision meetings to ensure staff can benefit from training opportunities. However, some staff in the nursery do not have a clear understanding of how to promote learning and development fully. Consequently, the quality of teaching in the nursery is inconsistent. Performance management arrangements are not robust enough to help achieve the best possible outcome for all children.
- The nursery has recently had several changes of manager. As a result, monitoring of staff practices, teaching and planning is not robust enough to reach a consistently good standard.
- Staff observe children as they play. However, the assessments of children's learning are not used well enough to support their move between rooms. Consequently, staff do not offer appropriate challenge or support children well enough to help them to make the progress that they are capable of.
- Staff in the nursery are bilingual. They often use the language that children speak at home to share information with parents about their child's day at the nursery. Parents say that staff are caring and the nursery has lots of resources and their children are happy to attend. However, there is scope to extend the arrangement to involve some parents in children's learning so that they can extend this learning at home.
- Staff help children to develop an understanding of mathematical concepts. The

pre-school children fill and empty different containers with water. They learn about 'full', 'empty', 'more' and 'less'. Two-year-olds learn about numbers, counting and shapes.

- Children's communication and language skills are promoted well. During play, staff model a variety of language to promote children's vocabulary. Pre-school children enjoy singing familiar nursery rhymes. Two-year-olds follow instructions as they join in action songs. This helps promote some of the skills needed to prepare them for their next stage of their learning.
- Staff know children's dietary and medical needs. They provide healthy and nutritious snacks that consist of different fruits. Staff encourage children to wash their hands at appropriate times, explaining the importance of washing away the germs. Children have opportunities to be active. For example, they have access to the outdoor play at different times of the day. Children throw, catch and roll balls, dig in a large sandpit and play with hoops. Children's physical development and good health are promoted.
- The nursery is bright, clean and well maintained. Children choose from a range of resources that are on offer, indoors and outdoors. They are supported to take part in manageable tasks to promote their independence skills even further. For example, two-year-olds learn to tidy up after themselves at snack time and the pre-school children are encouraged to put their coats on independently.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff have a sound understanding of the procedures to follow to share concerns they have about children's welfare. They are knowledgeable about the indicators of abuse, including the procedures to follow should an allegation be made against a member of staff. Staff are suitably vetted. The premises are safe and secure. Staff conduct daily checks in the nursery environment and all external doors are locked. This helps to remove or reduce any risk of unauthorised access into the setting or children leaving the premises unnoticed.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement rigorous monitoring of staff practices and quality of teaching, planning and children's progress to help raise the standards and provide good care and learning experiences for all children	28/02/2020
extend the arrangements for performance management and focus sharply on building staff understanding of learning and development and teaching skills to help achieve the best possible outcomes for all children.	28/02/2020

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

- ensure staff consistently use assessments of children's learning to plan children's transitions fully so that children continually benefit from activities linked closely to their next steps in learning
- extend opportunities for all parents to be fully involved in their child's learning.

Setting details

Unique reference number	EY553838
Local authority	Birmingham
Inspection number	10114251
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	50
Number of children on roll	57
Name of registered person	Al-Madina Nurseries Limited
Registered person unique reference number	RP904107
Telephone number	0785 214 2265
Date of previous inspection	Not applicable

Information about this early years setting

Al-Madina Nursery registered in 2017. The nursery is located in Balsall Heath, Birmingham and opens from Monday to Friday term time only. Sessions are from 8.30am until 3.30pm. The nursery employs 10 members of childcare staff, all of whom hold appropriate qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rupi Phullar

Inspection activities

- The inspector carried out a learning walk with the deputy manager to understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning in the nursery and the before-school provision.
- The inspector completed joint evaluations of a number of activities with the deputy manager.
- The inspector held discussions with the staff, children and the management team.
- The inspector looked at relevant documentation and evidence of the suitability of persons working in the premises.
- The views of parents were taken into consideration by reading written correspondence and talking to parents.

We carried out this inspection 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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