

# Inspection of Al-Madina Nursery

142 Stoney Lane, Balsall Heath, Birmingham B12 8AQ

---

Inspection date: 22 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and eager to take part in activities. They have close relationships with staff, which helps them to feel safe. On arrival, children quickly recognise their names and trace over them in order to register their attendance. Children are extremely well behaved. At group time, they easily make an orderly circle and sit down. They show sustained levels of concentration as they sing the welcome song and consider the days of the week, the month and the weather. Children enjoy the phonics session and counting the children who are present. They are keen problem solvers and persevere at their chosen activities. For example, children enjoy identifying which keys unlock the padlocks as they match the number to the amount of spots.

Staff skilfully use the children's play to teach them how to halve the objects in the bowl and consider money as they play in the pretend café. Children delight in feeling the foam to make marks and write familiar letters of the alphabet. Girls, in particular, make the most of all the writing opportunities made available. For example, they spend a long time writing in notepads, on clipboards and drawing and colouring. Children thoroughly enjoy being outdoors as they play in the mud kitchen and consider the concept of objects that float and sink. They show great enthusiasm for learning as they consider how to make water move along the guttering into the buckets below.

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

- Good progress has been made to address the actions and recommendations raised at the last inspection. The manager and staff team have made effective use of the training and support from the local authority to help secure improvement. As a result, staff confidently and precisely use children's assessment information to plan activities and build on what children know. The quality of activities and teaching is greatly improved and children make good progress.
- This enthusiastic staff team speak positively about the manager, the leadership team and the support they receive. The manager conducts regular staff supervision meetings and makes observations of the teaching practice. She places a sharp focus on improving staff's knowledge of the areas of learning and how they can enhance their teaching even further. However, the manager has not identified with staff how they could better support boys' learning. For example, boys do not show the same level of enthusiasm as girls during some writing and number activities.
- The manager reports that, as a result of the COVID-19 (coronavirus) pandemic, many of their children fell behind in their behaviour, making relationships, listening and attention and their ability to hold a pencil. Staff swiftly identified

the areas where children needed most support and worked closely with parents to help close these gaps. As a result, children are making good progress.

- Parents state they are extremely happy with the service they receive. They are impressed by the progress their children make in their language skills, mathematical, and literacy development. They value the daily feedback they receive about their child's day and achievements. Parents report they are using the electronic assessment system in place more often. They use the information provided to keep up to date about their children's development and to support children's learning at home.
- Staff give children clear messages about living a healthy lifestyle. For example, children know which foods are healthy and unhealthy and the importance of limiting sugar. Children enjoy exploring and discovering the various activities outdoors. However, staff do not give enough consideration to how they can offer increased opportunities for children to negotiate space and climb.
- Children are extremely confident and happy and enjoy playing with their friends. Staff offer lots of reassurance and praise and are consistent in their approach to behaviour management. Children know about the setting's golden rules of behaviour and quickly respond to changes in the routine. Staff skilfully teach children to respect each other and children enjoy learning about people and communities beyond their own experiences.
- Staff place a clear priority on supporting children's communication and language development, including those who speak English as an additional language. Staff skilfully reinforce new words and concepts during their interactions and the routine includes plenty of opportunities for children to talk, listen, sing and enjoy stories. All children, including those who have special educational needs and/or disabilities, are fully included during activities.

## Safeguarding

The arrangements for safeguarding are effective.

There are robust recruitment, vetting and induction procedures in place to ensure all new staff who are employed are of good quality and suitable to work with children. Staff have an in-depth understanding of child protection and wider safeguarding issues to help keep children safe. The manager swiftly follows up all child absences to ensure children are safe and well. Staff place a clear priority on sharing information with other professionals working with children to secure the support they need. Detailed risk assessments are carried out to ensure the environment, both indoors and outdoors, is safe and suitable for children on arrival.

## What does the setting need to do to improve?

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

- focus more precisely professional development opportunities for staff to help

them to fully support boys' learning, especially in writing and mathematics

- monitor more rigorously the educational programmes to help identify areas for further development, with particular regard to providing increased opportunities for children to learn to negotiate space and climb.

## Setting details

<b>Unique reference number</b>	EY553838
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10136792
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Al-Madina Nurseries Limited
<b>Registered person unique reference number</b>	RP904107
<b>Telephone number</b>	0785 214 2265
<b>Date of previous inspection</b>	13 December 2019

## 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 3.15pm. The nursery employs three members of childcare staff. Of these, two hold an appropriate early qualification at level 6 and one holds a qualification at level 5. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- This was the first inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the nursery.
- The manager and the inspector completed a learning walk together to check the safety of the premises and to gather information about the curriculum provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, area manager and the registered persons. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took into account the views of parents and spoke to staff, children and parents at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021