

Inspection of Al-Madina Nursery

718a Alum Rock Road, BIRMINGHAM B8 3PP

Inspection date: 17 June 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy coming to the setting to see their friends and happily play together. They have formed strong relationships with staff who are warm and caring towards them. Children are confident and show that they feel safe and secure.

There are a wide range of learning opportunities on offer for children to choose from to ignite their thirst for learning. Children relish the opportunity to get messy as they squish and squeeze 'gloop' in a tray. Some children pretend they are swimming across a lake as they use swimming actions with their arms in the gloop, giggling with their friends and chatting excitedly.

Younger children enjoy sitting and listening attentively to stories. They follow instructions to find the vegetables they can see in the story and in the selection of pretend food in their role play supermarket. All children enjoy time outdoors. They develop their physical skills in the secure play area. Children enjoying pretending to paint the Wendy house and wiggling their hips to try and keep a hula hoop up. They offer rides to their friends in the small trike and trailer.

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

- The manager and staff provide a wide range of opportunities for children to learn the skills they need for their next stage in learning and eventual move to school. Older children enjoy working on their tablet computers as they trace numbers. They confidently name the numbers they are tracing and the colours of the lights they see as they turn on and off. Children demonstrate good pencil control as they draw and paint. They recognise the colour of the pencils and match them with the corresponding coloured pot.
- The manager carries out regular observations of staff and observes their teaching practice. Staff receive regular training to support their ongoing development. They are highly qualified and motivated, and the quality of teaching across the setting is good.
- Children are making good progress in their learning. Young children are able to confidently name colours and shapes. Older children are learning to write their own names and recognise letters and their sounds. The manager and staff carry out termly assessments on children to swiftly identify any gaps in learning. Children with special educational needs and/or disabilities are supported well. Staff have attended training, and resources have been provided to help staff plan activities so that targeted support is given to close any gaps in learning.
- Children are fully engaged in their learning. The activities and resources available reflect children's interests. However, the manager and staff do not always make the best possible use of these to support children to experiment and further build on knowledge already gained.

- Children behave well and unwanted behaviour is swiftly dealt with in a sensitive manner by staff. Children are learning about the importance of a healthy lifestyle. They freely access the snack bar for milk, water and a variety of fruits. Information is sent home to parents with pictures, to support healthy lunch box choices. Children wash their hands at regular intervals through the sessions. They are aware of the importance of not spreading germs.
- Children demonstrate good listening skills and move between the pre-school routines with minimal disruption. A strong emphasis is given to children becoming independent and managing their own personal care needs. Toilet training starts in the toddler room, and by pre-school most children are fully trained.
- A high proportion of children speak English as an additional language and staff support their communication skills well. Staff use their home language to help children learn English. Children are exposed to a rich vocabulary which supports their growing communication skills. Staff skilfully introduce new words such as 'absorbed' and 'dispersed' during adult-led activities. However, at times, staff ask a lot of questions, which does not always allow the children freedom to express their own ideas, and on occasion can interrupt the child's own learning.
- Parent partnerships are good and parents report they are very pleased with the setting. They say staff are helpful and approachable. Staff offer advice to parents to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have attended training to help them identify any children who may be at risk of harm. They are aware of the procedures to follow if they have concerns about children in their care. Staff supervise the children well and ratios are maintained. Appropriate records are kept of any accidents which happen at the setting and if a child comes to the setting with an injury. Appropriate risk assessments are carried out both inside and outside. Robust systems are in place to ensure the continued suitability of staff. The manager and staff team work together to ensure that all children are fully supported and kept safe.

What does the setting need to do to improve?

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

- strengthen staff's interactions with children and questioning skills to help raise children's learning experiences even higher
- review and develop further the availability of resources to help support children to explore and test their ideas in order to extend their learning.

Setting details

Unique reference number	EY484163
Local authority	Birmingham
Inspection number	10198172
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 at time of inspection	2 to 4
Total number of places	60
Number of children on roll	54
Name of registered person	Al-Madina Nurseries Limited
Registered person unique reference number	RP904107
Telephone number	0121326 0606
Date of previous inspection	12 September 2017

Information about this early years setting

Al-Madina Nursery registered in 2014. The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds level 5 and two hold level 3. The nursery opens from Monday to Friday during term time. Sessions are from 8.30am to 11.30am and from 12.15pm to 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager and area manager. They observed staff's teaching practice during activities indoors and outdoors, and assessed the impact this has on children's learning throughout the day.
- A joint observation was carried out with the manager and area manager.
- The inspector spoke to parents, staff and children at appropriate times throughout the inspection and took account of their views and feedback.
- The inspector looked at a selection of policies and procedures, accident and injury forms, the suitability and qualifications of staff working with the children, planning which was on the walls within the rooms, and assessments.

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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