

# Inspection of Dar Ul Madinah Rotherham

Faizan E Madinah, The Ladder, Maltkiln Street, Rotherham S60 2HY

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Inspection date:

6 January 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Requires improvement

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

### The provision requires improvement

Children enjoy a range of interesting activities. They enjoy being physically active and learning about the world around them. Children delight in running back and forth outside, holding a toy windmill and watching the wind make it spin. They use brushes and rollers to paint the walls. Children water the daffodils and watch closely as the water passes through the soil and drips out of the bottom. They find a container and catch it.

Children enjoy warm and responsive relationships with staff which are positive and respectful. They listen and respond to adults' instructions. Children sit and concentrate for regular whole-group meetings. During this time, staff introduce new words linked to activities, songs and stories. This helps to support children's communication and language skills. Children confidently sing a favourite rhyme on their own, while their friends listen. They show great pride in this achievement, clapping and smiling when they have finished. However, children are not supported enough to share their own thoughts and ideas. Staff ask children questions in quick succession, without allowing time for them to answer. This means that back-and-forth conversation is limited, and children's early speech development is not supported as well as it could be.

The leadership and management of the setting is not yet good. Although progress has been made towards meeting the previously raised actions, these have not all been met. The provider has not yet given the manager the training, support and ongoing supervision that they need to fulfil their role effectively. Despite this, the manager has improved the arrangements for monitoring the quality of staff's practice.

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

- The manager has a clear vision for what children need to learn and be able to do. Some aspects of the curriculum are promoted well, and staff make sure that children have the knowledge and skills they need, before moving on to new learning. For example, younger children learn to make marks with paints, and older children learn to recognise and write some letters in their name. Staff learn about the different languages children speak at home and use key words to support children at the setting. However, the curriculum for promoting children's spoken language skills is not consistently implemented.
- The mathematics curriculum is a strength. Staff consistently count with children and introduce mathematical language. They count together as they scoop sand into bun cases. When children make mistakes, staff patiently help them to count objects carefully, touching each one in turn. Staff teach them about different shapes. They count the sides and corners of each shape together.

- The special educational needs coordinator identifies children who are showing signs of delayed development. However, they would benefit from further training and development opportunities, to ensure targeted support is put in place for children without delay.
- The indoor environment is well resourced and prepared to support children's learning and play. However, outside resources are not ready for children to use. This means that staff are not available to support and extend children's play and learning because they are setting out equipment. This impacts on what children could be learning during their time outdoors.
- Mealtimes are social occasions. Staff talk to children about the foods they eat, and help them to make healthy choices. Children enjoy developing their independence skills. Staff teach them how to wash their hands carefully. Children use spray bottles and cloths to clean the table before and after eating. They scrape their own plates when they are finished.
- Staff develop good relationships with parents and carers, who report that their children are happy at the setting. Staff make time to talk to parents when they bring and collect their children. They have regular telephone discussions with parents to tell them about their child's development. They talk about how parents can share and support this at home.
- There remains no suitably qualified deputy to take charge in the manager's absence. The provider is aware of the requirement to have a deputy and recruitment plans are in place. However, the ongoing impact of the COVID-19 pandemic has made this appointment more difficult. Due to the skills of the small staff team, having no deputy manager in place is at present having a limited impact upon the effective running of the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have improved their safeguarding knowledge and understanding. They show a good awareness of the possible signs and symptoms that a child might be being abused. They are confident in the procedures to follow should they have concerns about a child or in the event of an allegation against a colleague. They understand the role of the local authority designated officer. Previous actions to improve child protection knowledge and procedures have all been met.

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

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

	<b>Due date</b>
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ensure there is a named deputy in post who is capable and qualified to take charge in the absence of the manager	06/04/2022
ensure all staff, including the manager, have the support, training and supervision they need to fulfil their roles effectively	06/04/2022
improve support given to children with special educational needs (SEN) by having appropriate regard to the special educational needs and disability code of practice, having a clear approach to identifying emerging SEN and making effective provision to support children	06/04/2022
improve staff's understanding of how to support and extend children's developing speech	06/04/2022
ensure the outdoor learning environment is prepared with enough resources, so that staff are available to fully support children's play outdoors.	06/04/2022

## Setting details

<b>Unique reference number</b>	EY549654
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10102483
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Dar-UI-Madinah Uk Ltd
<b>Registered person unique reference number</b>	RP534509
<b>Telephone number</b>	01709 382312
<b>Date of previous inspection</b>	29 March 2019

## Information about this early years setting

Dar UI Madinah Rotherham registered in 2017. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday during term time only. Sessions are from 8.45am to 3.15pm.

## Information about this inspection

**Inspector**  
Rebecca Miall

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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