

Inspection of Al-Madina Nursery

Medina Nurseries, 68 Shakespeare Street, Birmingham B11 4SB

Inspection date: 6 April 2022

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 settle well and are content and happy. They quickly form strong bonds with their new key person, who swiftly gathers information about what they already know and what they need to learn next. Staff implement a curriculum that has a clear focus on children's interests and next steps. As a result, children make good progress in their learning. Children develop their understanding of the world. For example, they know they must remove their shoes before going into the model mosque in celebration of Eid. In addition, children learn to be charitable, as they bring in food items for a local foodbank. This helps them learn about compassion for people.

Children learn to be kind to their friends. They share and take turns. Staff give gentle reminders about taking turns when they choose popular toys, such as the pushchair and dolls. Children express their feelings as they point to emotion cards and talk about what makes them happy. They enjoy exploring dough and learn to roll the dough in different ways and use cutters to cut out star shapes. Children show curiosity as they explore materials, such as sand and soil. They develop mathematical skills as they fill and empty containers and count how many scoops they need to fill a bucket. Older children confidently write their names as they self-register on arrival. Younger children use lollipop sticks in sand to make marks. This helps to develop their writing skills in preparation for their move to school.

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

- Staff support children's physical skills well. Although they do not have a designated outdoor play area, children use the indoor activity room. Children climb on soft play blocks and slide down. They engage in yoga movements as they stretch their bodies into different positions and use hoops to swing around their waist. Staff take children out into the community where they visit a play area or go to the local shops to buy fruit.
- Staff recognise the impact that the COVID-19 pandemic has on children. They prioritise the curriculum for personal, social and emotional development. Staff support children's communication and language skills well. They ask good questions and engage children in conversations to help them gain further knowledge. Staff use 'Now and next' cards, so that children know what is happening next and can make choices independently.
- Children benefit greatly from the close attention they receive from staff. At snack time, each child sits at a table with their key person. They learn mealtime routines as they choose from the selection of fresh fruit, milk or water. Older children become confident at peeling their fruit and pouring their own drinks. However, younger children are not given the same opportunities to develop independence, because staff do not consistently encourage them to do things

they are clearly able to.

- Staff support children with special educational needs and/or disabilities well. For instance, children spend one-to-one time with individual staff. Staff work closely with other professionals and follow their guidance when targets are set for children. This has a positive impact on children's care and learning. Staff support children who speak English as an additional language. For example, they find out words in their home language and use these to communicate with children. In addition, staff speak many of the languages spoken by the children.
- Staff are happy and feel well supported in their roles. The manager and staff have regular meetings where they brainstorm ideas. They review the curriculum to ensure planning is focused and considers individual children's interests. The team have opportunities to attend training. However, staff's knowledge of some aspects of the curriculum intent is not always clear about what skills and knowledge they want children to gain from all experiences.
- Partnerships with parents are good. Although parents spend less time on site, due to the COVID-19 pandemic, they speak highly about the staff. They say staff share information with them about their children through regular discussions, parent workshops and regular newsletters. In addition, staff invite parents to share information about their children's learning from home using an online device. Parents are positive about the support they receive for their children. They welcome the workshops and being able to join in Mother's Day activities with their children.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive safeguarding training and the manager quizzes them on safeguarding matters to ensure that their knowledge is kept up to date. The new manager has established a good relationship with the local authority and the police. She shares relevant information with them to ensure that children are kept safe. Staff are aware of the possible signs of abuse and neglect, as well as wider safeguarding issues. They know how to raise their concerns regarding children's welfare. They are confident in the process to follow should they have concerns regarding a colleague if their concerns are not taken seriously. The manager holds regular staff and supervision meetings. Robust recruitment and vetting arrangements are in place to help ensure all adults working with children are suitable for their role.

What does the setting need to do to improve?

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

- increase the opportunities for younger children to develop independence
- build on staff's knowledge of the curriculum intent, so they are clear about what skills and knowledge they want children to gain from experiences.

Setting details

Unique reference number	EY484253
Local authority	Birmingham
Inspection number	10232661
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	50
Number of children on roll	42
Name of registered person	Al-Madina Nurseries Limited
Registered person unique reference number	RP904107
Telephone number	0121771 0077
Date of previous inspection	8 May 2019

Information about this early years setting

Al-Madina Nursery registered in 2011. It is one of three nurseries run by Al-Madina Nurseries Limited. The nursery opens Monday to Friday, during term time only. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs five members of staff. Of these, one holds an early years qualification at level 6 and four hold a qualification at level 3.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the provider and manager. Documentation relating to the suitability of people working with children was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.

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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