

Inspection of Darul-Arqum Nursery

Purlwell Lane, Batley, West Yorkshire WF17 7NQ

Inspection date: 8 June 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 arrive happy at this nurturing setting. They confidently wave goodbye to their parents with a smile. Staff ensure there are resources and activities accessible which appeal to children and support their interests. This helps children, including those who are new to the nursery, to settle into their play. As a result, most children feel relaxed and happy when separating from their parents. Those who are struggling are supported by their key person, with whom they have a strong bond.

Staff track children's progress through observing them as they play. Staff identify any gaps in their development. They plan adult-led activities to ensure gaps in children's learning are minimised. As a result, children are making strong progress. Older children take on responsibilities at snack time, serving the drinks to their younger peers. Therefore, they are developing a sense of belonging and are acquiring the skills they need in readiness for school.

Staff model clear speaking and careful listening. Children communicate with confidence. Staff are deeply caring and patient with children, and forge excellent relationships with them. Children share warm respectful relationships with one another and the staff. For example, a child gently places her arm reassuringly around another at story time.

Staff show children that they are valued as individuals, and children's behaviour is good. Staff listen to the views of children. For example, they agree to children's suggestion to create a 'bug hotel', which they thoroughly enjoy. As a result, children gain knowledge and understanding of the world around them.

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

- Children with special educational needs and those who receive funding make good progress. Leaders have strong professional partnerships with other agencies. This supports children, including those from disadvantaged backgrounds, to reach their potential.
- Leaders know their local community well. They plan opportunities to widen children's life experiences. Children make regular visits to places in the local community, such as shops and the library. They describe how they have written and posted letters to their families.
- Sensitive settling-in periods support children's emotional security. Staff spend time with children and their parents. This helps them to become familiar with the nursery environment and routines. Staff invite parents to spend as much time as they wish to settle their children. As a result, children are happy and settled.
- Children count objects and explore space and shape. They practise a range of

mathematical skills during play. Staff encourage children to compare sizes and shapes. Children look for numbers outside and make marks to represent them with chalk. However, very young children are not consistently taught mathematical skills appropriate for their age.

- Children enjoy a range of healthy snack choices at snack time. They serve themselves and pour their own water from jugs. However, at other mealtimes, staff do not always support children's independence. This does not consistently support children's readiness for school.
- Partnership working with parents is a real strength of the setting. Parents are involved in all aspects of their children's learning. They comment on COVID-19 and about the impact for them and their families. Parents compliment leaders and staff regarding how well they supported and settled their children back into nursery life.
- Staff develop children's literacy skills and nurture their enjoyment of books. For example, they read stories aloud with children and look at pictures. Older children know how to listen for sounds in words and learn to write the letters that sounds make. Staff provide an extensive range of stimulating activities, indoors and outdoors, to inspire children's learning. For example, in addition to reading the book 'The Tiger who came to Tea', children use their imagination and create a role play area. Staff extend this further by inviting the tiger for tea. The children thoroughly enjoyed this innovative experience. They talked with the inspector about what the tiger ate and how it looked. Children were able to retell the story with confidence and in detail.
- The outdoor learning environment is designed to challenge children's physical skills and develop their confidence and resilience. For example, younger children persist when climbing. When they lose their footing, they try again until they reach the top. Children turn and sit with a big smile, proud of their achievement. They ride balance bikes, climb climbing walls and crawl through tubes. Children make good progress in their physical development.

Safeguarding

The arrangements for safeguarding are effective.

All staff know and understand safeguarding procedures to follow closely to promote children's welfare and safety. They are alert for signs that children may be at risk, and know how to report concerns. The setting works together with other agencies, who provide information and support. This keeps children safe. Staff understand the importance of early intervention and ensure that any referrals are made swiftly. Positive behaviour is promoted consistently. This ensures that children's safety and well-being remain paramount.

What does the setting need to do to improve?

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

- strengthen the arrangements for developing children's independence skills, particularly at mealtimes
- strengthen the teaching of developmentally appropriate mathematical skills, particularly to very young children.

Setting details

Unique reference number	EY243957
Local authority	Kirklees
Inspection number	10060018
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	73
Number of children on roll	73
Name of registered person	Mount Pleasant Islamic Trust Committee
Registered person unique reference number	RP520958
Telephone number	01924 423786
Date of previous inspection	5 November 2014

Information about this early years setting

Darul-Arqum Nursery registered in 2002 and is situated in Batley, West Yorkshire. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including two at level 5. The nursery opens Monday to Friday from 9am to 12pm and from 12.30pm to 3.30pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- This is the first routine inspection the provider has 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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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