

Inspection of Amanah Day Nursery

The Bordesley Centre, Staford Road, Birmingham B11 1AR

Inspection date: 12 October 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children's eagerness and enthusiasm is infectious. They have big smiles on their faces and joyfully greet the staff. Children thrive in this nurturing and stimulating nursery. They are secure, happy and willing to learn. Children have a sense of individuality in a safe environment where they develop their unique character. They excitedly interact with their friends and key persons as they pretend to be dinosaurs. Children talk about their favourite dinosaurs and pretend to eat the same type of food.

Children's behaviour is exemplary. They learn to be incredibly kind and respectful to all individuals. Children excitedly share resources while they investigate flowing water outdoors. Children are proud of their achievements and become part of a 'class community'. They develop a sense of responsibility and know how to risk-assess their play areas. For example, they recognise the dangers of having sand on the floor and work together to sweep up. They work as a class to 'get the job done' when it is time to tidy up.

Children gain high levels of respect for one another through learning about similarities and differences in the community. For example, staff provide children with a wide range of visits to places of worship. Children visit the local church vicar to learn about Christmas; they sit at the altar and read a story together. Children visit a gurdwara and learn how to enter the premises respectfully by taking off their shoes. They experience a trip to a mosque where they learn about how to pray. Children see the differences in faiths and communities and talk about their own home life and traditions.

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

- Management is incredibly encouraging and respectful towards children, parents and staff. They fully support staff to follow their professional interests and provide them with extensive opportunities to extend their knowledge and skills. This training has enabled the staff to be incredibly knowledgeable about early education, and highly reflective of their practice as a team.
- The managements' curriculum is in-depth, coherent and highly ambitious for each individual child. Staff have a firm knowledge of the curriculum intent, and how to implement children's next steps in learning into everyday practice. The progress children make is outstanding. Staff obtain rigorous information about each child from their parents to ensure children settle quickly and receive high-quality care and education.
- Management and staff are quick to assess children when they first attend the setting. Their meticulous approach ensures that children with special educational needs and/or disabilities receive exceptional one-to-one support. Staff are highly

attuned to each child's individual interests and development needs. They embed learning targets into each interest to help engage children in an activity of their choice and ensure that they access all areas of the early years foundation stage. Staff plan exceptionally well to provide children with activities that they have not experienced before. For example, children use all of their senses to explore exciting 'messy play' and different textures.

- Children excel in their communication and language and confidently use it in their play. Children with speech delay learn an array of vocabulary and quickly begin to speak in sentences. They discuss how it's raining and how they will get wet without a coat on. Children with English as an additional language speak fluently in both English and their home languages. They talk about the characters of stories and what might happen next. They discuss the characters emotions and consider whether they are being 'nice or not'.
- Staff's promotion of healthy living is outstanding. They give opportunities for children to access fruit and vegetables, which might not be available at home. Children excitedly visit their local Jamaican store to buy exotic fruits. They chop the fruit and make smoothies to try at snack time. Staff skilfully support children who are more reluctant to try new food and encourage them to explore the fruit and its texture. Children have a chance to independently brush their teeth and learn about the process.
- Children progress extremely well in their physical development. They learn to use a wide range of challenging equipment safely; they climb walls, rope ladders and slides. They learn to balance on toadstools with their friends, and how to pedal a bike for the first time. Children move in a variety of ways with confidence and stability. They learn how to take off and put on their coats and shoes independently. Children become self-sufficient in their self-care and are school ready.
- Parent partnerships are inspirational. Staff maintain strong and open bonds with parents, who feel like they are part of a family. Management and staff have an in-depth understanding of the unique needs of each child and their families. They expertly use this knowledge to support parents to continue children's learning at home and prioritise their emotional security. For example, management signpost parents to additional support they can access for their children and families, such as translator facilities.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding knowledge is incredibly strong. Management have ensured that staff have sufficient training to be vigilant for various types of child protection matters including, the 'Prevent' duty and female genital mutilation. Management and staff know numerous signs and symptoms that may indicate a child is at risk of harm. They understand local procedures in place to be able to report a concern. Management have experience working alongside outside agencies to safeguard the children in their care. They report concerns in a highly effective and timely manner. Staff are vigilant in assessing the environment to reduce risks children might be

exposed while in their care.

Setting details

Unique reference number	227197
Local authority	Birmingham
Inspection number	10233586
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	57
Number of children on roll	26
Name of registered person	The Muath Trust
Registered person unique reference number	RP523070
Telephone number	01217537780
Date of previous inspection	9 December 2016

Information about this early years setting

Amanah Day Nursery registered in 2000. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The manager holds a level 6 qualification. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 6pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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