

Inspection of Al Emaan

2a Lea Road, BIRMINGHAM B11 3LU

Inspection date: 29 November 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised due to breaches of requirements in relation to the premises and staff's knowledge of child protection procedures. Children are active during play, but many become cold because the premises are not adequately heated.

Some children feel secure in the setting and form positive relationships with staff and peers. They are engaged in activities of their choice. However, the noise level in the room is too loud. Staff do not manage the noise level appropriately. For example, the staff speak loudly so that they can be heard, and children cannot hear their peers while they play. This has a negative impact on children's communication and language development and their overall learning experiences.

Children benefit from being active outdoors. They climb, run, and ride on tricycles. Children are keen to try new resources. For example, they practise balancing while stepping on stones. However, the manager and staff do not identify all possible risks to children's health and well-being. For example, children access outdoor spaces that have not been cleaned from stagnant water. This presents a hazard to children's health and their safety.

The setting provides healthy and nutritious snacks for children. Staff promote healthy choices and teach children the importance of oral health and hygiene practices.

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

- The manager has devised a curriculum that sets expectations of what she wants children to learn. However, the staff do not adapt their teaching methods effectively to children's individual needs and capabilities.
- Although the manager has regular arrangements for staff supervision, they are yet to be effective. For example, some staff need more understanding of supporting children's learning and development. Only some staff have up-to-date knowledge of the safeguarding policy. This means children are not safeguarded effectively in the setting.
- Staff plan activities in accordance with some themes. Currently, activities are planned around the space theme. However, some staff do not engage children in meaningful conversations about the subject matters being taught. For example, young children are asked to make the planet Earth by sticking small pieces of tissue paper, without prior assessment of their level of understanding. This has a negative impact on children's attitudes to learning. That said, some staff have a good knowledge of all areas of learning and use their knowledge to introduce children to new experiences.

- Staff introduce children to a tidy-up routine to ensure they develop an understanding of how to keep themselves safe. Carrying out small tasks helps children to have a sense of achievement. However, staff do not fully engage children in tidying up and do not routinely explain the purpose of it to them. Consequently, some children become disruptive and throw toys around. This does not help to promote children's learning and the development of their self-regulation skills.
- Staff use baseline assessments to establish children's starting points and identify what children need to learn next. However, the implementation of the learning intent is rushed and is not in enough depth and meaning to engage children fully. Consequently, some children do not achieve the potential they are capable of achieving. That said, some staff know children well. For example, staff plan additional time at the beginning of each term to settle new children and get to know them individually.
- The manager and staff ensure that children who fall behind in their learning are identified promptly through the use of regular assessments. However, children and their parents wait a long period of time before they are referred for specialists' interventions. This impacts negatively on their progress.
- Parents who shared their views with the inspector are happy with the staff's nurturing approach to their children. They are pleased with the frequency and quality of the information provided by the setting. They are happy with the progress their children make.
- Staff, at times, do not deploy themselves accordingly to children's needs. For example, when one staff member cleans a water spillage on a floor at the beginning of the morning session, no one supervises the children during the water play activity. Instead, other staff members in the room also help to clean the spillage, leaving children unattended. This results in children drinking and spitting water into the tray, and other children misbehaving in the room.
- The setting has a complaints policy in place for dealing with concerns from parents and/or carers. However, the manager does not implement it, especially in relation to keeping a written record of complaints and their resolution.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff do not promote children's safety outdoors by devising a transparent and detailed risk assessment. Consequently, staff do not identify all possible risks to children's health and well-being. For example, children access outdoor spaces that have not been cleaned from stagnant water. This presents a hazard to their health. The manager ensures that the safeguarding training is available to all staff. However, she does not ensure that staff have an up-to-date knowledge and understanding of the safeguarding policy. Consequently, only some staff can identify signs and symptoms indicating that a child might be at risk of harm, especially in relation to risks of radicalisation and child exploitation. The manager, who also acts as a safeguarding designated lead, understands her role in making referrals to relevant local authorities should she believe a child might be at

risk of harm. However, she does not fully understand her responsibilities to follow the safeguarding policy in relation to allegations made against a staff member.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the risk assessment is effective in identifying and removing all potential risks to children's health and safety, including outdoor stagnant water and adequate heating	12/12/2022
provide ongoing support and training so that all staff have secure knowledge of children's individual needs and developmental stages	12/12/2022
ensure all staff have secure and up-to-date knowledge and understanding of safeguarding procedures	12/12/2022
ensure there is a written record of complaints and concerns received from parents and/or carers and their resolutions	12/12/2022
ensure children are engaged in meaningful activities which help them regulate their behaviour.	12/12/2022

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

- build on practice to ensure early intervention for children who may have special educational needs and/or disabilities, to help them make progress.

Setting details

Unique reference number	EY493174
Local authority	Birmingham
Inspection number	10236725
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	40
Number of children on roll	45
Name of registered person	Birmingham Pre School Ltd
Registered person unique reference number	RP534864
Telephone number	0044 7775598622
Date of previous inspection	13 March 2017

Information about this early years setting

Al Emaan registered in 2015 and is situated in Birmingham. The nursery employs 10 members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including two at level 6 and one at level 5. The nursery opens from Monday to Friday during term time. Sessions are available from 8.45am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Makowska

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered 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.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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