

# Inspection of Al Emaan

2a Lea Road, BIRMINGHAM B11 3LU

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Inspection date: 3 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Staff warmly welcome children into the nursery. Children settle with ease at their chosen activities. Staff have worked hard to adapt and create a stimulating environment to support and develop children's learning. Children show willingness to participate in a range of activities. They enthusiastically cheer when they correctly name each of the colours on their pictures. Children concentrate as they roll and manipulate play dough. This helps to develop their dexterity in preparation for early writing skills. Staff are positive role models and take the time to listen to each child talk about their creation and what they like about it.

Children actively engage in the different activities in the garden. They glide along on scooters, which supports their balance and coordination. They become intrigued by what is in the sand tray and explore with determination. Staff support children to develop their vocabulary as they talk about the different types of shells they have made with the sand. Staff introduce new words, such as conch shell. Children develop a love of books and share stories with their friends throughout their time at the nursery. They excitedly take part in their daily exercise session. Children giggle as they move to the different actions, helping to develop their gross motor skills. Staff promote positive attitudes with children. They value and respect each child's individuality. Children learn about the world around them by celebrating cultural festivals other than their own.

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

- The management team has made significant improvements since the last inspection. Managers and staff have worked closely with the local authority to raise quality across the nursery. They have designed a curriculum that supports children to make progress across the seven areas of learning.
- Children access a range of activities. Staff plan according to children's individual next steps, which helps to close gaps in their learning. However, during focused activities, staff occasionally limit children's play. This prevents children from extending their own learning and develop their critical thinking skills to the highest level.
- Generally, children's behaviour is good. There are set rules and boundaries in place to support children to understand the expectations for their behaviour. However, staff do not always plan how they deploy themselves effectively during daily transitions to support all children. For example, when children listen to a story before mealtimes, some children disrupt the story with unwanted behaviour. Staff who know these children well are not always available to support their colleagues. This results in occasional interruptions of children's learning.
- Staff know children well. They carry out regular assessments to identify any

developmental delays as early as possible. If a child is delayed in their development, staff take prompt action. Staff work closely with the special educational needs and/or disabilities coordinator (SENDCo) and other professionals to ensure that support is in place for children at the right time.

- Children who speak English as an additional language develop their vocabulary rapidly. This is because staff support children effectively to understand words in their home languages as well as in English. Children successfully communicate their needs and staff take pride in their achievements.
- Parents share positive feedback about the nursery. They comment that their children have made good progress since starting the nursery and staff are kind and caring. Staff provide parents with regular feedback about children's learning.
- Managers and staff have attended a range of training since the last inspection to support their knowledge and skills. Staff receive regular supervisions to discuss their key children and any ongoing targets to support their professional development. They share that they feel well supported in their role by colleagues, as well as by management with their well-being.
- Children learn to become independent in preparation for the transition to school. Staff encourage children to pour their own drinks at snack time and put their coats on to go into the garden. They promote children's self-care routines by encouraging children to wipe their own noses. Staff explain the importance of washing their hands afterwards to remove the germs and stay well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have strong knowledge of a wide range of potential safeguarding risks to children, including the 'Prevent' duty and female genital mutilation. Staff know the reporting procedures to follow if they have a concern about the welfare of a child or an adult in a position of trust. Staff respond swiftly to any concerns raised and seek guidance from the local authority safeguarding partners. Staff are vigilant about identifying risks in the environment to ensure that it remains safe during children's play. Managers ensure that there are robust recruitment procedures in place and staff are suitable to work with children.

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

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

- support staff to recognise and provide even more opportunities for children to extend their own learning and develop their critical thinking skills to the highest level
- strengthen staff deployment further to support daily routine transitions and enable children to remain highly focused in their learning.

## Setting details

<b>Unique reference number</b>	EY493174
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10275351
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Birmingham Pre School Ltd
<b>Registered person unique reference number</b>	RP534864
<b>Telephone number</b>	0044 7775598622
<b>Date of previous inspection</b>	29 November 2022

## Information about this early years setting

Al Emaan registered in 2015 and is situated in Birmingham. The nursery employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including two at level 6. 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

Katherine Wilson

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the management team about the leadership and management of the setting.
- The SENDCo 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 manager and inspector carried out a joint observation.
- 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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