

Inspection of Tarbiyah Nurseries

Tarbiyah Nurseries, 3 Smedley Lane, MANCHESTER M8 8UJ

Inspection date: 29 January 2024

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

The nurturing managers and staff work hard to create a welcoming and inclusive setting. Parents comment on the 'family feel', and children are eager to race inside. The curriculum reflects the managers' vision for children to be independent and confident. Children have many opportunities to develop independence during the day. As young children enter the setting, staff help them to think about where their coats and bags belong, and older children change from their outdoor shoes to indoor shoes with proficiency. Children make good progress as they transition through the setting.

Managers know their community well and provide an inclusive environment for all children. They support staff to offer a curriculum that builds on children's learning needs. For example, staff support children who speak English as an additional language by providing narratives as they play. Staff also offer new and descriptive words, such as 'squeeze' and 'mix'. This helps children's vocabulary grow, and they become confident in speaking English. Staff model behaviour well. They speak nicely to children and thank children for passing toys to each other. Children respond well, and their behaviour is good. Staff help children to remain safe. For example, they remind children to pick up toys so they do not fall over them. As a result, children are beginning to consider their own and others' safety.

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

- Managers strive to make continuous improvements to the setting by supporting staff's well-being and professional development. They encourage staff to attend training to enrich their teaching skills. For example, following training to support children's early literacy, staff in the pre-school room encourage children to listen to and recognise sounds. These skills help to prepare children in readiness for learning to read at school.
- Managers work in partnership with parents. For example, they arrange coffee mornings to share information, such as ideas to promote children's oral health. Parents are delighted with the progress their children make. As one parent commented, 'My child is more able to do things for themselves.'
- Children's next steps in learning are generally well planned. Staff know the children well and can identify their goals for learning. For example, they help children to use longer sentences to aid their communication. However, some planned learning intentions are not sharply focused on children's current abilities. For example, staff ask children who are not yet confident in naming colours to predict what will happen when they mix two colours together. This stage of learning is beyond their current ability. It does not build on what they know and can do.
- The curriculum supports children's physical development effectively. For

example, children have opportunities to develop their small muscles as they manipulate dough. They also benefit from outdoor play. For example, children have a tremendous time as they scoop balls and practise their throwing and catching skills. These activities help to develop children's balance and hand-eye coordination.

- The curriculum is planned to engage children in both adult-led and child-initiated activities. Staff also use visual and verbal aids to help children recognise the next stage of the routine. This helps children to feel prepared, and they generally engage well. However, on occasion, staff do not plan thoroughly. For example, while reading a story, staff hand out props to children. As a result, some children become distracted and do not listen to the story. At these times, children are not engaged in learning.
- Support for children with special educational needs and/or disabilities (SEND) is strong. The special educational needs coordinator (SENCo) shows her commitment to the role by completing ongoing research and training. She uses her expertise to increase staff knowledge. As a result, all staff are skilled in supporting children with SEND. This helps children to reach their full potential.
- Funding is used appropriately to support disadvantaged and vulnerable children. For example, the managers have used funding to provide one-to-one support for children. They have also purchased resources, such as fidget tools, to support children's concentration and engagement. All children, including those with SEND, make good progress.
- Staff are attentive to children's personal needs. They encourage children to wash their hands after messy activities and after they blow their noses. This helps children to develop their self-care skills.
- Transitions are carefully considered, both through the setting and into school. Staff use innovative ideas to help prepare children for their transitions. For example, they use uniforms from local schools, which promotes lots of discussion with children. Staff read stories and help children to recall friends and siblings who have started school. This helps to prepare children for their transition to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus targets on children's current abilities, to promote precise and sequenced learning

- refine the curriculum planning during group activities to help children remain engaged in their learning.

Setting details

Unique reference number	EY339005
Local authority	Manchester
Inspection number	10305597
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	1 to 4
Total number of places	96
Number of children on roll	86
Name of registered person	Tarbiyah Nurseries Limited
Registered person unique reference number	RP905526
Telephone number	0161 211 6912
Date of previous inspection	27 February 2018

Information about this early years setting

Tarbiyah Nurseries registered in 2006 and is located in Cheetham Hill, Manchester. The setting employs 21 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, three hold level 5, one holds level 4 and eight hold level 3. The setting opens Monday to Friday, term time only. Sessions are from 8am to 6pm. The setting provides funded early years education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Lynn Richards

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 managers and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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