

Inspection date	4 March 2019
Previous inspection date	19 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The dedicated head teacher, enthusiastic manager and staff have worked tirelessly to address actions raised at the previous inspection. Self-evaluation and reflection on practice includes the views of all involved in the nursery. This means changes made benefit children and their families the most.
- Robust systems for observation and assessment are in place. These are monitored regularly by the staff and manager. Children are provided with an educational programme that has depth and breadth across the curriculum. This takes account of children's individual next steps, interests and any additional learning needs.
- The key-person system is effective. Staff know children very well and form trusting and secure bonds. They use information from parents well, to ensure children's educational and emotional needs are met from the start and throughout placement.
- Children are supported by staff to follow good hygiene procedures and lead a healthy lifestyle. Children wash and dry their hands before eating and after using the toilet. Additionally, they take part in tasks, such as selecting their own healthy snacks and pouring their own drinks.
- Children's independence is fostered well. Staff encourage children to 'have a go' and do things for themselves. For example, putting on their own coats. Children display high levels of self-confidence and self-esteem.
- The small staff team have attended some useful training to support them in their individual roles. However, supervision arrangements do not yet provide staff with regular opportunities to share best practice and gain incisive feedback on their teaching to raise this to the highest possible levels.
- The way in which the learning environments are organised do not maximise opportunities for children to investigate and explore using all their senses.

What the setting needs to do to improve further

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

- strengthen current arrangements for staff supervision to provide a sharper focus on developing staff's individual teaching skills to raise these to the highest level across the team
- enhance the learning environments to provide children with more opportunities, to explore and investigate using all of their senses.

Inspection activities

- The inspector observed the quality of teaching during activities carried out indoors and outside and assessed the impact this had on children's learning.
- The inspector held a meeting with the head teacher and nursery manager. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector
Donna Birch

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff fully understand their roles and responsibilities to help keep children safe. Required policies, procedures and risk assessments are in place, understood and effectively implemented. A thorough induction programme is completed and recruitment and vetting are robustly managed. Staff regularly monitor the progress made by individual and groups of children. They use this information to ensure that any potential gaps in children's learning are swiftly identified and appropriate action taken to help children make consistently good progress. Overall, staff benefit from the recently implemented supervision sessions. These are used effectively to identify their training needs. Parents speak very highly of the nursery and are extremely happy with all aspects of practice.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced and have a good understanding of the learning and development requirements. Children who speak English as an additional language are supported well by staff, who use effective teaching methods. Staff provide lots of repetition and name objects to extend and consolidate children's developing understanding. For example, during circle time, children talk about their family, home-life experiences and joyfully engage in singing their favourite songs. Staff make the most of opportunities to extend children's developing vocabulary and understanding of the world. For example, during a hail shower, they talk to children about why the rain is 'frozen, cold' and 'hard'. Children develop their mathematical skills as they count out blocks to build a tower, weigh out ingredients to make a dough and use equipment, such as rulers.

Personal development, behaviour and welfare are good

Staff are excellent role models who treat children fairly and with respect. Children are kind, caring and respectful of other's feelings. For example, they warmly greet each other and the staff as they arrive. Additionally, they share and use good manners when sat at the snack table. Mealtimes are a social occasion when staff dedicate time to be with children, talking to them about themselves, their interests and their families. This helps staff to build positive bonds with their key children. Furthermore, this supports children who are new to the nursery to make friends and build on their existing communication and social skills. Children regularly visit the local park and other places of interest within the local community. These experiences help children develop their physical skills, experience suitable risk and challenge and develop an awareness of the wider community to which they belong.

Outcomes for children are good

Children are inquisitive and active learners. They explore the environment with ease and make some independent choices as they play. Children develop their literacy and small physical skills as they use a variety of tools to make marks in sand, dough and foam. Children develop an awareness of their own and other's cultures and beliefs. Children make good progress from their starting points. They are well prepared with the key skills needed for the next stage in their learning and school, when the time comes.

Setting details

Unique reference number	EY491901
Local authority	Blackburn with Darwen
Inspection number	10080568
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	2 - 4
Total number of places	50
Number of children on roll	21
Name of registered person	Dar-UI-Madinah Uk Ltd
Registered person unique reference number	RP534509
Date of previous inspection	19 March 2018
Telephone number	01254262823

Dar Ul Madinah Uk Ltd registered in 2015. The nursery employs three members of childcare staff. Of these, all staff hold appropriate early years qualifications at levels 3 to 6. The nursery opens from Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm and 12.45pm to 3.45pm.

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