

# Inspection of Dar Ul Madinah Uk Ltd

Dar Ul Madinah, Granville Road, Blackburn BB2 6HD

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Inspection date: 19 September 2024

**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 Good

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

### **The provision is good**

Children get off to a good start in their early education at this well-organised and calm nursery. Leaders have implemented a broad curriculum that enables children to build on their prior learning and development. Children acquire key skills that support their future development.

Staff are aware of and sensitive to children's varying starting points. They work closely with parents to help children, many of whom speak English as an additional language, to become familiar with the nursery routine. Staff's sensitive support helps children quickly grow in confidence. Children eagerly join in the play and learning opportunities that staff provide. Older children keenly look at books and engage in imaginative play in the home corner. Younger children have fun developing their physical skills as they explore see-saws and dancing.

Leaders have a clear ethos for the nursery. Staff are positive role models for children. They explain to children how to behave appropriately. Children understand the simple expectations, such as the need to walk inside, to keep themselves safe. Staff model how to share and show kindness to others. This means children develop respect for themselves and others. Children are well prepared for their onwards education.

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

- Leaders and staff get to know children and their families well. This enables staff to identify any gaps in children's development. Staff continuously plan for children's individual learning. They review their progress and complete statutory assessments. All children, including those with special educational needs and/or disabilities, are supported to make progress.
- There have been recent changes in the staffing arrangements at the nursery. Staff report that they feel supported by the provider. The provider ensures staff receive mandatory training to help keep children safe. Other training is provided to improve outcomes for children. For instance, staff have attended training in a learning programme to strengthen parent-child relationships. However, professional development is not sharply focused enough on staff's individual knowledge. This leads to some inconsistencies in staff's delivery of the curriculum.
- Staff support the development of children's language skills very well. They hold back-and-forth interactions with children as they play, describing what they are doing. Staff's teaching captures children's interests. For example, children excitedly choose puppets from a mystery box as they learn the associated nursery rhyme. Children become confident communicators.
- Staff focus on helping children develop a range of skills to support their

independent learning. During play, staff show children how to use scissors carefully and model how to tidy away the toys. At snack time, staff ensure they teach children how to drink from an open cup. Children develop age-appropriate independence skills and confidence in themselves.

- Children have opportunities to play in the outdoor area. They enjoy painting the walls with brushes and water. However, the quality of interactions in the outdoor area are not always as effective in promoting learning. This is because staff do not fully understand the learning intentions. This means children do not develop some skills and knowledge as readily as the leaders intend.
- Personal development is promoted effectively. Staff support children to look after their health. The daily routine is planned to help children learn how to brush their teeth and wash their hands regularly. This helps children to develop lifelong habits that will support their continued good health.
- Staff create a warm and nurturing nursery community. Staff teach children about the faiths and religions represented in the nursery as they joyously sing their daily Duas. Staff help children to learn about their wider community. For instance, they invite the fire service to talk to children about their role and arrange trips to the local park. Children develop a secure sense of self and learn about the world around them.
- The provider failed to notify Ofsted of a change to the governance of the organisation, which is a requirement of their registration. However, there was no impact on children's safety and welfare or learning and development as a result of this failure to notify.

## **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 staff professional development more precisely to improve implementation of the curriculum
- support staff to understand their role in delivering learning in the outdoor environment.

## Setting details

<b>Unique reference number</b>	EY491901
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10362591
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Dar-UI-Madinah Uk Ltd
<b>Registered person unique reference number</b>	RP534509
<b>Telephone number</b>	01254262823
<b>Date of previous inspection</b>	4 March 2019

## Information about this early years setting

Dar UI Madinah Uk Ltd registered in 2015. The nursery employs four members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9am to 12 midday and 12.45pm to 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lois Hulley

## Inspection activities

- The manager and the inspector discussed how the leaders organise their early years provision, including the aims and rationale for their early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke with the nominated 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 carried out a joint observation of a communication and language activity with the manager.
- Parents and carers shared their views of the setting with the inspector.
- The leaders showed the inspector documentation to demonstrate the suitability of staff.

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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