

# Inspection of Darul Madinah Leicester

Faizan E Madina, Malabar Road, Leicester LE1 2LG

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Inspection date: 1 November 2024

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Staff create a warm and caring environment for children. The cheerful and supportive atmosphere ensures that children are comfortable and settled. Children arrive excited and eager to see their friends. They demonstrate their understanding of nursery routines as they put away their belongings and prepare to engage in activities. Children develop small-muscle skills as they construct towers with large scale, soft blocks. Staff support children as they introduce mathematical concepts, such as on top and underneath, as they play alongside them.

Leaders and staff have developed an ambitious curriculum, which is well sequenced and supports children's learning and emotional well-being. Children learn to behave well. Staff enhance children's social skills and behaviour consistently. Younger children learn how to take turns and share. Older children are supported to develop confidence and consider the needs of others. For example, staff offer praise as older children assist their younger friends to zip up their coats before going outside. This praise encourages positive behaviour, helps children develop a sense of pride and promotes independence.

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

- Leaders value their staff team. They empower staff to use their strengths and knowledge to enhance the setting. Staff meet with leaders to discuss their roles and professional development, and the staff report high team morale. They feel well supported by their managers, which promotes a harmonious learning environment for children.
- Children with special educational needs and/or disabilities (SEND) progress well. Staff monitor and observe children to identify any additional needs and, when needed, seek further support from external agencies. This ensures that all children receive support to reach their full potential.
- Leaders and staff establish friendly, positive relationships with parents. They share information about children's individual care and achievements verbally and through an online system. They also provide newsletters and invite parents in for events, such as workshops hosted by staff. This effective communication supports continuity in children's care and learning, including for children with SEND. Parents highly recommend the care and learning that the setting provides.
- Staff actively support children's communication and language skills. They recognise the importance of supporting children who speak English as an additional language. Staff confidently communicate with dual-language children. They use a good balance of the children's home languages alongside English. This supports children to develop good communication skills and enhances their vocabulary.

- Children are engaged in varied experiences and activities planned by staff. They enjoy painting leaves in the garden area and confidently discuss autumn and the changing colour of leaves with staff members. However, children's learning and engagement in activities are interrupted as staff encourage children to complete routine activities without warning, such as visiting the toilet. Children who are engaged in completing an activity are requested to go to the bathroom, and their learning stops abruptly. This prevents children from completing tasks, and they lose focus on their learning. This prevents children from achieving the best possible learning outcomes.
- Staff plan activities that focus on children's interests and current stage of development. They follow the children's lead and support learning during general activities. For example, children are enthused as they build a hotel using toy bricks outside in the garden. They discuss the need for cement and that the hotel had been 'damaged' due to 'lightning'. Staff enthusiastically develop children's thinking through further questioning, suggesting that they may need to 'fix' the electrics to make sure the lights work.
- Staff teach children to persevere and become independent. For example, during snack time, staff actively encourage children to peel fruits. Children attempt to open tangerines and some face difficulty. Staff encourage them not to give up and offer 'to start off' the peeling and praise the children when they finish the task. This develops children's independence and promotes their sense of achievement.

## **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:**

- strengthen the organisation of transitions so that children's engagement and learning is not unduly interrupted.

## Setting details

<b>Unique reference number</b>	2661353
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10354985
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Darul Madinah Leicester Ltd
<b>Registered person unique reference number</b>	2661352
<b>Telephone number</b>	07976234274
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Darul Madinah Leicester registered in 2022. The setting employs five member of childcare staff. Of these, four hold an appropriate early years qualification at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 8.30am until 11.30am and 11.45am until 2.45pm, with the option to stay at lunchtime. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma Serdet

## Inspection activities

- The manager and the inspector completed a learning walk together and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector and manager carried out a joint observation.
- The inspector held a meeting with the manager. The inspector reviewed relevant documentation and evidence of the suitability of staff working in the setting.
- Parents and carers shared their views of the setting with the inspector.

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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