

Inspection of Dar Ul Madinah Croydon

88-90 South End, Croydon CR0 1DQ

Inspection date:

12 February 2025

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders' safeguarding arrangements are ineffective. The written safeguarding policy and risk assessment procedures do not ensure children's online safety. This compromises children's safety. Leaders do not ensure that children have daily outdoor learning opportunities. Furthermore, the curriculum for physical development is not coherently planned or sequenced. This limits opportunities for children to develop their physical skills further. Leaders do not consider the full impact of the lack of outdoor opportunities on children's ability to develop their understanding of the world. Despite this, children are friendly, happy and settled. Staff are kind and warm towards them. Staff sit with children and provide plenty of encouragement and attention. Children enjoy playing alongside each other. They show a strong sense of belonging at the nursery.

Leaders prioritise children's self-help skills, communication and ability to name their emotions. Children excitedly approach staff for group hugs and cuddles. Staff communicate high expectations for children's behaviour. They remind children of the rules and encourage their good manners and turn-taking skills. Leaders sequence children's early literacy learning opportunities. This helps children to build their understanding of words to support their ability to follow events in stories. For example, staff teach children to recognise different fruits before reading books, such as 'Handa's Surprise', to them. Across the day, children enjoy activities that support their small-muscle development, language and counting skills.

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

- Leaders do not identify or assess all risks to children's safety. Staff supervise children when accessing internet enabled devices at the nursery. However, leaders do not check the device's security controls are enabled. This puts children at risk of exposure to harmful content. Furthermore, the provider's adopted written safeguarding policy does not include information on how electronic devices with imaging and sharing capabilities are to be used within the setting. This does not align with the local safeguarding partnership procedures.
- Leaders do not ensure children experience sufficient physical play opportunities. Children do not access the outdoor on a daily basis. This is a breach of statutory requirements.
- The leaders' curriculum for physical development requires improvement. Leaders do not plan or implement a progressive programme of learning for children's physical development. Children experience insufficient physical play experiences due to the lack of outdoor play. Nevertheless, children have some opportunities to be active. Staff organise opportunities for children to push each other on ride-on toys and kick balls indoors after lunch. Leaders identify individual children's next steps in their physical development. However, they do not make sure the

activities provided are purposeful enough to ensure that children make the progress they are capable of.

- Staff talk about different cultures and beliefs with children. Children make arts and crafts during celebrations, such as Diwali, Easter, Eid and Holi. Nevertheless, the curriculum for understanding the world is inconsistent. Children do not have opportunities to learn about their local community. Moreover, leaders do not plan rich opportunities for children to learn about the natural world.
- Staff support children and model positive play as they interact with them. Leaders ensure that adult-led activities sustain young children's focus and attention. Children concentrate well and remain immersed in modelling dough, singing songs and learning familiar rhymes, for example. Staff introduce activities enthusiastically. This helps children want to learn.
- Staff promote children's language and communication well. They provide ongoing commentary for children's actions and play. This helps to build children's vocabulary. Children confidently express themselves. Children who speak other languages at home learn to hold conversations in English.
- Leaders deploy staff so children are supported and supervised appropriately. Staff sit with children and support their imaginary play ideas. For example, children pretend to make ice cream and staff pretend to enjoy their 'yummy' flavours. Staff support children to resolve conflicts with others and encourage them to take turns. Children listen to staff, they are respectful and treat the toys and resources well.
- Staff promote children's self-help skills appropriately. Children confidently empty their own lunch boxes after eating. They drink from their individual beakers and cups and handle their cutlery well. Children learn to say when they need to use the toilet. Leaders embed stable routines. Children show they feel part of the nursery. They know what happens next throughout the day.
- Hygiene practices are good. Staff wear aprons and gloves before handling food. Staff encourage children to wash their hands thoroughly before eating and after playing. This supports children's understanding of some good health routines.
- Staff read stories enthusiastically for children. Children gather round to listen and look at books independently. Leaders plan interesting art and craft activities linked to a 'book of the week'. This helps to promote children's interest in familiar books and stories.
- At the time of inspection, leaders had recently appointed new staff. Despite facing challenges with recruitment, they envision building a stable staff team. Additionally, leaders have devised supervision arrangements to guide and coach staff. However, these arrangements have yet to be implemented as staff are new to the nursery.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
make sure that all internet enabled devices have security controls enabled and the written safeguarding policy contains clear guidance about the use of mobile phones, image capturing and internet enabled devices at the nursery to ensure children's online safety	28/02/2025
provide children with daily access to fresh air	28/02/2025
improve the curriculum for physical development so children have rich opportunities to practise a range of physical skills and make the progress they are capable of.	28/02/2025

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

- strengthen the curriculum for understanding the world so children have opportunities to learn about nature and the local community
- embed suitable supervision arrangements to further support staff to understand their roles and responsibilities.

Setting details

Unique reference number	2780180
Local authority	Croydon
Inspection number	10389235
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	3
Name of registered person	Dar Ul Madinah Croydon Ltd
Registered person unique reference number	2780179
Telephone number	07870630858
Date of previous inspection	Not applicable

Information about this early years setting

Dar Ul Madinah Croydon registered in 2024. It is located in the London Borough of Croydon. The nursery operates during term time, from 9am to 3pm, Monday to Friday. The provider employs three members of staff, including the manager. All staff work directly with children. The manager holds a childcare qualification at level 6. The nursery provides government funded childcare for children aged from nine months to four years. It follows an Islamic ethos.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The nursery manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- The manager and the inspector observed a reading activity together and held discussions about children's learning.
- Children communicated with the inspector during the visit.
- The inspector spoke to parents and took account of their views.
- The inspector sample a range of documentation including children's and staff records.

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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