



Husaini Pre-School

Inspection report for early years provision

Unique Reference Number	EY313376
Inspection date	08 June 2006
Inspector	Christine Hands

Setting Address	4 Burton Street, Peterborough, Cambridgeshire, PE1 5HD
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Telephone number

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Registered person	M.K.S.I Peterborough
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Type of inspection	Integrated
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Type of care	Sessional care
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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Husaini Pre-School is a committee run provision which has been registered since 2005. The pre-school operates from the first floor in a mosque in Peterborough. There is an enclosed outdoor play area as well as a car park for staff and parents. Children mainly attend from the local area.

The pre-school accepts children from the age of two years and seven months until school age and has 17 children on roll.

The pre-school is open each week-day during term time between the hours of 09.15 and 12.00. It employs three members of staff on a full time basis with two members currently undertaking training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted as the staff take positive steps to encourage them to take responsibility for meeting their own health needs and prevent the spread of infection. They have a good understanding about the importance of following good hygiene routines and are beginning to take the initiative in washing their own hands after using the toilet and before eating, with gentle reminders being given by staff. Staff have current first aid qualifications which enable them to deal quickly and appropriately with any accidents. Parents are made aware that their child cannot be cared for if they are ill therefore limiting the spread of infection.

Children have their individual dietary needs met because staff are vigilant in recording any special requirements. They are becoming aware of the part nutritious foods play in keeping them healthy and this is re-enforced when they have their snack and the nutritional value of the different foods are discussed. Children are learning to express their needs and are beginning to meet those needs independently, for example when they independently access drinks.

Children are developing their independence physically and emotionally. They enjoy varied opportunities to experience physical activity and fresh air on a daily basis because the pre-school plan activities that enable the children to develop their confidence on a range of equipment. They are skilled at using a range of small equipment to promote co-ordination skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment which is secure and safe with parents and visitors gaining access to areas used by children by ringing a bell to alert staff. The premises are welcoming to both children and parents and provide an environment where children are excited when they arrive and eager to take part in the activities on offer. Children are kept safe through the implementation of the clear procedures in place. Risk assessments are regularly undertaken ensuring that risks to children are minimised. Good precautions are in place to prevent accidents, including talking to children about the importance of taking care when using the stairs and following instructions when crossing the car park to the enclosed outdoor play area.

Children use appropriate good quality toys and equipment which includes low-level tables and chairs enabling them to sit and play safely.

Children are well protected because staff have a good understanding of their role and

responsibility in protecting children and are aware of the signs of possible abuse. A named member of staff is the main contact within the pre-school for any concerns. Staff are fully aware of procedures and a child protection policy is in place which includes the action that would be taken should an allegation be made about a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the pre-school and play happily and confidently with each other. They settle well in a very calm and harmonious learning environment due to the kind and caring staff. Staff's high level of individual attention and reassurance supports them to separate from their parents. This is a particular strength of the pre-school as staff work with each family individually, and parents are able to stay until their child feels secure. Staff know and understand the individual needs of the children and tailor the care and support accordingly. Children freely move around and access a range of appropriate, stimulating toys and equipment. They behave well due to the consistent messages and praise and encouragement they receive from staff who are particularly skilled at diverting children's attention. The pre-school cares for children who are not yet receiving government funding as well as those who are, and staff evaluate the organisation of resources to ensure they are developmentally appropriate. Children relate well to adults and their peers and are becoming good communicators. They chat confidently to each other during role play and when playing with small world toys. Staff make good use of conversation to extend children's thinking and play. Children develop their physical skills regularly, both indoors and outside. Children are making some progress and staff are using some elements of the 'Birth to three matters' framework although this is an area that needs to be further developed to enhance the learning experiences of the younger children.

Nursery education

The quality of teaching and learning is satisfactory. Staff have sufficient understanding of the Foundation Stage and work well together to provide a range of interesting activities to help children learn. They use effective questioning to promote children's thinking and their enthusiasm and approach provide a happy environment in which children can enjoy learning. At present planning and assessment systems are not clearly linked to the stepping stones towards the early learning goals and do not show how activities will be adapted or extended to fully support differing abilities. Children's individual progress is observed, although information gained from these observations is not used methodically to plan for the next stages of their development, which impacts on the challenges provided, and the individual progress children make. Therefore, the older and more able children are not always challenged sufficiently in all areas of learning.

Children count confidently and are beginning to compare numbers in everyday activities and daily routines. They begin to make sense of the world around them as they explore and investigate a variety of materials and learn about the environment through planned topic work. They are confident and skilled speakers and use words

effectively to convey their experiences both real and imaginary. They sit and listen to stories and volunteer answers to questions. Children are making progress in both mark making and writing and some are becoming skilled at writing their own names. They treat books with respect and use these for pleasure as they independently use the book area both individually and in groups. Children have good imaginations which are encouraged in activities such as role play, for example a group of girls in the play house discussing which colours of make-up they should be using and how they should put it on. Children are developing good concentration skills and once involved in an activity will persevere for a good length of time. They independently access some art and craft materials and use their imaginations to create in both two and three dimensions. Children enjoy exploring creativity and talk about textures as they access resources and use a range of media. Children have limited opportunities to develop their information, communication and technology skills due to the lack of equipment available. They begin to make sense of the world around them as they explore and investigate a variety of materials and learn about the environment through planned topic work. Children excitedly use magnifying glasses in the garden to look at ants, insects and flowers and show amazement at how different things look. One child clearly remembered what she had seen and drew an ant to include the various segments of the body clearly demonstrating a clear understanding of how magnifying glasses can be used to gain knowledge. They are aware of their own bodies and their ability to use their senses as they discuss what strawberries taste like and the difference between them and gooseberries. Children have an understanding of time and tell staff about past and future events. Their physical skills are developing well through a wide range of experiences, including movement to music and outdoor activities.

Helping children make a positive contribution

The provision is good.

Children are developing excellent relationships with both adults and their peers. They are happy and confident and through the close relationship the staff have developed with parents and carers their individual needs are fully met and their individuality considered and observed. Children feel a strong sense of belonging and are well integrated into the setting, working harmoniously with others and making their own choices and decisions. They are gaining self esteem and respect for others through the positive role models they see. The staff ensure that there is no bias in their practice in relation to gender, race or disability.

Partnership with parents and carers of funded children is satisfactory. Although parents receive some information about the Foundation Stage and are aware of the assessments undertaken there are no formal arrangements made for them to discuss these with staff. Parents views about their child's needs are actively sought before the child starts at the pre-school, and on a regular basis throughout their time there. Parents receive some information both about the nursery itself. Staff ensure that parents are given verbal information about their child's development on a daily basis.

Children behave well and understand responsible behaviour. Staff have consistent boundaries and deal with behaviour in ways that take into consideration their age and

level of understanding. Distraction is a method that is used well, for example when a group of children were picking up pebbles and throwing them, a member of staff intervened and suggested they all count how many they had to see who had the most, thus creating a positive learning experience. This was effective and immediately involved the children in a new challenge. Staff within the setting create a calm atmosphere for the children which results in new children settling in quickly.

Children's social, moral, cultural and spiritual development is fostered. Children are beginning to understand and respect differing needs and cultures through planned activities. They have the use of a wide selection of books, toys and equipment enabling them to gain a greater understanding of the world around them as well as becoming aware of difference. Their knowledge of the local community is promoted through discussion as well as through the visitors that come into the setting. They regularly share news about their own lives and their thoughts at circle time as well as other occasions during the session. Children's opinions and achievements are recognised and praised by everyone in the group.

Staff are pro-active if they have any concerns and work both with the parents as well as one to one with the child. As a result children receive appropriate support.

Organisation

The organisation is satisfactory.

Children feel very much at home and at ease in the well organised environment enabling them to confidently initiate and extend their play and learning. They receive good levels of care and support through the good staffing ratios.

Policies and procedures are known by the staff and promote children's health and well-being. Children are cared for in a secure environment and are effectively supervised ensuring that the needs of the range of children for whom the setting provides are met. Some staff are attending training courses to enhance their knowledge and understanding, and others have experience of caring for children in a variety of roles including special needs. Records are maintained accurately and are shared with parents to ensure continuity of the children's care. All the required documentation is in place, is well maintained and shared with parents.

Leadership and management for nursery education is satisfactory. The deputy supervisor is currently running the group due to the sudden departure of the previous supervisor. All staff have identified the strengths and weaknesses of the educational provision and are committed to improving this with the support of the early years development workers for the area. Staff are aware of the need to consolidate and formalise their knowledge and understanding of the needs and outcomes for children from birth to three by using an approach in line with the 'Birth to three matters' framework, to enable them to gain a greater understanding of how children progress during the early years and to provide appropriate activities to enable them to develop. At present staff have not refined their monitoring systems so that evidence and evaluative judgements can be made to inform future planning and secure best progression for all children's learning.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to consolidate and formalise staff's knowledge and understanding of the needs and outcomes for children from birth to three by using an approach in line with the 'Birth to three matters' framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that children regularly have access to a variety of equipment to support their learning with regard to information, communication and technology
- ensure planning is influenced by children's assessment records and clearly identifies how activities will be adapted to meet children's individual needs
- continue to refine the monitoring systems so that evidence and evaluative judgements which take account of how children are responding to planned

provision are used with increasing effectiveness, to inform future planning and to secure best progression for all children's learning.

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