

Al-Islamia Pre-School

Inspection report for early years provision

Unique reference number	EY373416
Inspection date	11/12/2008
Inspector	Patricia King

Setting address	Islamic School, 5-7 Evington Street, LEICESTER, LE2 0SA
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Telephone number	01162 515 101
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Al-Islamia Pre-school opened in 2008 and is sited within the premises of Al-Islamia school in Leicester. The setting is situated on the first floor which is accessed via a staircase adjacent to the reception area. A maximum of 40 children may attend the pre-school at any one time and the opening times are 08.30 until 15.00 each weekday during school term times only. All children share access to a fully enclosed outdoor play area.

The pre-school is in receipt of nursery education funding and supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 32 children in the early years age group on roll.

The pre-school employs five members of staff who work directly with the children. Of these, three staff members hold appropriate early years qualifications and the remainder are working towards appropriate qualifications.

Overall effectiveness of the early years provision

Managers and staff pay careful attention to recognise the individuality of every child by having clear regard for cultural diversity, language, health and learning needs. They work in close partnership with parents and other agencies to ensure that all children are fully supported and enabled to benefit from their time in the pre-school. This means that children develop a sense of belonging and make good progress in their learning and development. A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate secure understanding of how to use these effectively. The setting uses some self evaluation methods well, which means that most areas for improvement are recognised and appropriate actions are taken.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan activities that offer physical challenges and plenty of opportunities for physical activity
- ensure that parents have the opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities to establish what children can already do and inform planning for what they need to do next
- ensure that efficient systems are in place to monitor and evaluate the effectiveness of the setting.

The leadership and management of the early years provision

The manager is well qualified, experienced and has a positive vision about how to provide a quality service to children and their parents to meet their individual needs. She leads a knowledgeable, enthusiastic team of workers committed to a common aim of promoting children's welfare and helping them to make good progress in their learning. Robust recruitment and vetting procedures are in place to ensure that all staff, volunteers and students are suitable to work with children. A high proportion of staff hold childcare qualifications and the remainder are working towards these. Thorough staff induction ensures that all adults working in the setting are fully informed, prepared for their responsibilities and work efficiently.

All required policies and procedures are in place and regularly reviewed to ensure they are effective. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. Written risk assessments are detailed, regularly reviewed and carried out daily, which means that potential dangers to children are identified and minimised.

There is growing confidence in the use of self-evaluation to recognise strengths, identify weaknesses and establish how the pre-school performs overall. However, this information is not yet used effectively to inform and secure a capacity for continued improvement.

The quality and standards of the early years provision

Children's welfare, learning and development are effectively promoted. The playrooms are organised with imagination and flair to create a stimulating learning environment where children are encouraged to extend their knowledge and skills as they play. Good quality resources and well planned activities are kept within easy reach of children to promote independence and choice. The pre-school abounds with displays of children's work, educational materials and illustrations to support learning and behaviour. The secure outside play area is used every session to provide opportunities for children to learn and develop in the fresh air. Staff ensure that all areas of learning are represented at these times, however, there are limited opportunities for children to develop and practise their physical skills using a range of large equipment.

Staff have good understanding of the Early Years Foundation Stage and consistently plan interesting and challenging activities and opportunities for children to learn and develop. Good systems are in place to observe, check and record children's learning and parents are kept fully informed of their child's progress by discussion and learning journals. However, parents are not routinely asked to contribute to an initial assessment of their child's learning and abilities which means that this important information is not always available to be used to inform planning from the outset of children's attendance.

Staff know the children well, they have positive relationships and encourage them to be confident and interested in their play, thus developing good attitudes towards learning. Staff demonstrate good role models and help children learn about keeping safe and healthy as they practise appropriate behaviour in activities and daily routines. For example, children eagerly explain the importance of having a healthy balanced diet and good personal care and have secured clear understanding of road safety procedures through activities linked to people who help us in the community and the recent visit of the Lollipop person.

Children enter the pre-school confidently, anticipating and eagerly settling into the daily programme. They recognise their name labels and some older ones proudly write their names in their copy of the daily register kept adjacent to the settings record. Staff skilfully use such daily routines and spontaneous opportunities to promote communication and mathematical learning. At times staff work with children in age and ability groups to ensure that all children are enabled to fully participate and make progress. For example, whilst some children identify and use simple shapes and colours, others competently explain the difference between more complex 2D and 3D shapes and shades of colours. Staff are careful to recognise the achievements of all and the children respond with equal delight when praised for their achievements, which boosts their confidence and self-esteem.

Children's knowledge and understanding of the world is well promoted because they learn about different cultures, lifestyles and important events in the lives of others. They have access to toys and resources reflecting diverse lifestyles and customs and daily opportunities to hear and use their home languages. Children behave well and are learning to show concern and care for others as they learn about the wider world and their place in it.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.