

Husaini Pre-School

Inspection report for early years provision

Unique reference number	EY313376
Inspection date	14/07/2009
Inspector	Sandra Hornsby

Setting address	2 Burton Street, Peterborough, Cambridgeshire, PE1 5HD
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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 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

Husaini Pre-School is a committee run provision which has been registered since 2005. The pre-school operates from the MKSI Community Mosque in Peterborough. It operates from the first floor in the mosque, however, there is no lift access from the ground. There is an enclosed outdoor play area available for all children. Children mainly attend from the local community.

The pre-school is registered on the Early Years, voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently 21 children aged from birth to under five years on roll, some in part-time places. The pre-school accepts children from the age of two years and nine months until school age. The setting supports children with learning difficulties and/or disabilities, and children who speak English as an additional language. The setting is in receipt of funding for the provision of free early education to children aged two, three and four.

The pre-school is open each weekday during term time between the hours of 09.30 and 12.30. It employs six members of staff on a part-time basis. Five members of staff are suitably qualified to Level 2 and Level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All staff value children as individuals, recognise their uniqueness and appreciate their linguistic diversity. All children have good opportunities to achieve and all children make good progress. Children's welfare is promoted as there are arrangements in place to protect children and ensure their safety and well-being. Effective links with parents and other agencies help to keep them involved in their children's care and education. They are also kept up-to-date with their children's progress. The manager and staff have a good understanding of the strengths and weaknesses, they are enthusiastic and motivated to continue to take effective steps to improve it.

What steps need to be taken to improve provision further?

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

- undertake a broader range of observations in order to plan effectively to meet children's individual needs.

The leadership and management of the early years provision

Records, policies and procedures are fully in place and are used effectively to safeguard children's welfare and ensure a safe and efficient management of the EYFS. Children's needs are met to a good standard and staff are focused on helping children make good progress. Good quality recruitment procedures, help to

protect children and ensure the pre-school employ appropriate staff. Arrangements for safeguarding children are in place and all staff know the procedures, therefore, any children at risk are identified early and effective systems put in place to protect them. Risk assessments are very well-organised and managed and involve everybody at the provision, including children. This enables everyone to identify hazards and eliminate any risks. The setting is well-equipped and secure.

The manager is able to demonstrate how the setting has raised children's achievements and made improvements to the provision. The self-evaluation takes into account views of staff, committee, parents and children. This process is on-going and is effective in identifying the settings strengths and weaknesses. Staff have identified areas for further development and are working hard building links with the local community. Visitors from other parts of the community read stories to the children and broaden their knowledge about different festivals and celebrations. Children and parents take part in visits to and from other settings, which offers experiences to broaden children's understanding and appreciation of other community groups and cultures. Recommendations raised at the last inspection have been addressed and have a positive impact on children's learning and building children's confidence and independence.

Partnerships are well established and there is a good two-way flow of information between all parents, outside agencies and staff. Those parents who speak little or no English are well supported as staff translate any information that needs to be given to them. Information and important documents about the setting or children's achievements, although written in English, are communicated by staff verbally in parents own language. This makes sure all parents have access to good quality information and are up-to-date with their children's progress. Relationships with other agencies are developed and they liaise effectively to help and support children in their care.

The quality and standards of the early years provision

Staff demonstrate a good understanding of how to implement the Early Years Foundation Stage (EYFS) learning and development requirements, and support children's learning. The well-organised large play spaces, inside and outdoors, enable children to access a wide selection of age appropriate toys and resources. Children enjoy their play, involving adults and other children, and move about the setting with confidence. They are offered a variety of experiences that reflect the six areas of learning and children thrive on the balance of adult-led and child-initiated opportunities. Children's interests are respected and used when planning activities, this allows children to make decisions and choices about their play. Activities encourage children to investigate and explore and they are beginning to understand about time and sequencing. For example, children planted potatoes, watered them, watched them grow, picked them, cooked and ate them. Children are encouraged to use their inquisitive minds to see what happens. For example, children watched bubbles flow through the air, they observed the movement and shape changes. Children also worked out a way to collect water in a container to wash the chalk board. Children are beginning to understand the value and use of the written word. They see different languages around them on notice boards and

through labelling of resources. Some use 'picture exchange' communication to enable children with learning difficulties and/or disabilities to be able to communicate with adults and their peers, as other children become involved they learn about different ways of communicating. Children understand books are used for cosy story time and as a way of gaining information. Staff encourage children to develop the use of English as well as providing the reassurance of using their home language during play. Good quality organisation and planning ensures every child is suitably challenged, some individual planning is in place for children. Adults are well-deployed and work an effective key worker system. All staff undertake regular observations and these are used broadly in planning. However, not all aspects within the six areas of children's learning are observed consistently enough to ensure they are monitored and supported fully. But, staff demonstrate good knowledge about the children and know where they are at in their stage of learning and development. This enables them to support individual children at each activity. The provision enables all children, including those with learning difficulties and/or disabilities and those who are learning English as an additional language to make good progress towards the early learning goals in relation to their starting points.

Staff show a high level of commitment towards the children in their care. They have effective strategies to promote children's welfare and safety. Named people and emergency contacts are recorded on children's files and the environment is secure so children remain safe while at pre-school. Children are happy and settled in the welcoming environment. They understand about personal hygiene routines and keeping safe. They choose their healthy snacks and decide when they want it, as a rolling snack programme allows children to decide when they are hungry. They access water and independently pour their drinks. There are systems in place to prevent cross-infection and parents are offered current information about infectious diseases. Staff are first aid trained and know what to do if there is an emergency situation. Children participate in fire drills and understand where they can run about safely and when it is not appropriate. Children are kind and respect each other and staff, they share and take turns in their daily play and welcome people from different cultural and religious backgrounds into their pre-school.

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?	2
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

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Annex B: the Childcare Register

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