

Imaan Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Imaan Pre-School opened in 2010 and registered at its present setting in 2011. It operates from a community centre in Manor Park, in the London borough of Newham. The building has disabled access. Children have the use of two playrooms on the ground floor which are linked by a secure outdoor play area. Children also have supervised access to an outdoor communal play area within the centre. The pre-school is open from 9.00am until 3.30pm, every weekday during term time.

The pre-school is registered on the Early Years Register to care for a maximum of 32 children in the early years age group, of these, not more than four children may be under three years old and none may be under two years old at any one time. Currently there are 56 children on roll. A team of 12 staff are employed to work with the children. All staff hold relevant early years qualifications. The pre-school supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers a vibrant and inclusive play environment for children. They enjoy a wide range of beneficial learning experiences. Staff are proactive in encouraging an awareness of diversity and ensure that all children feel valued as individuals. There is a strong working partnership with parents and this is underpinned by excellent channels of communication. Staff work effectively as a team to promote children's welfare so that children feel safe in the setting. The two directors manage the provision with enthusiasm and are beginning to involve staff in setting future targets towards continual improvement.

What steps need to be taken to improve provision further?

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

- extend the use of self-evaluation to enable all staff to reflect on their practice and thereby highlight aspects for further improvement
- research ways to provide extra outdoor learning experiences, in order to make the most of the central outdoor play area as an alternative learning environment.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of safeguarding issues and are attentive to the well-being of all children. Regular risk assessments and safety checks are carried out to ensure that any potential risks to children on the premises are minimised effectively. Staff risk assess all outings in the local area, maintaining high adult to child ratios when out walking with children. Staff work together to ensure close supervision of children at all times, for example, when taking a group to use the centre's toilets. Staff know what to do and where to seek advice if they have any concerns relating to child protection.

Parents are actively encouraged to become involved in their children's learning. The pre-school's written information for new parents is particularly reader-friendly, offering clear information about the educational programme, daily routines, health and safety. Staff have recently developed the use of 'special books'. These provide a visual record of children's learning and include printed notes which explain the importance of observing, and planning for children's individual development. These books are proving very popular with both parents and children, enabling learning to be continued in the home environment. Parents are also invited to take part in special events at the pre-school, for example, an extremely successful 'International Day' involved the sharing of objects, books and foods which reflected children's differing cultural backgrounds.

Staff organise the play areas to offer children a variety of explorative play opportunities indoors and outdoors. In this way, children are enabled to follow up their own interests in a supportive environment. The free-flow system works extremely well and children continually move in and out selecting different activities. Staff make very good use of their time as they interact to promote and extend children's learning in both free-choice and adult-led situations. Children especially enjoy playing in the 'den' areas of each room, for example, the comfortable 'reflective corner', decorated with stars and planets. However, staff do not yet use the central outdoor area to its maximum potential as an alternative learning environment.

Staff act as excellent role models in promoting respect for others in the group and in the community. Consequently, children's behaviour is exemplary and a harmonious atmosphere prevails within the setting. Children have many opportunities to find out about different faiths and to celebrate special festivals. Staff value the range of languages represented in the pre-school. This results in children gaining confidence in the use of different languages, both spoken and written. Staff are extremely attentive to children's individual care and learning needs. They are sensitive in their approach, taking care to listen and to respond in a way that helps to increase children's independence and extend their learning.

The managers are aware of the overall strengths of the provision. They have put in place systems to highlight aspects of staff's practice that require further development. Their future targets are relevant to the needs of children and staff, for example, the further development of some areas of learning. The pre-school

works in partnership with other professionals to support children who have special educational needs. The managers are actively developing links with other providers, both within the centre and the local community. Staff are encouraged to try out new ideas and to reflect on their practice. However, they are not yet fully involved in an effective process of self-evaluation, which encourages reflection on all aspects of the provision for children.

The quality and standards of the early years provision and outcomes for children

Children are well settled and happy at pre-school. They make friends easily and very much enjoy each other's company as they play and explore. They have very good relationships with staff and consequently gain self-confidence quickly. Children often have fun, for example, laughing out loud while constructing models as tall as possible before they collapse. Children have a strong sense of community. They respond positively to instructions and requests, thereby making a positive contribution to the group. Staff use the initial carpet time effectively, encouraging children to contribute to discussions and to make choices. Children show much interest in the various activities on offer and keep busy throughout the session. They are well supported by staff who join in play and offer help when needed, carefully making the most of opportunities to engage children in conversation. For instance, children are encouraged to talk about sizes, shapes and numbers as they explore modelling equipment or puzzles. As a result, children demonstrate a keen attitude towards learning in different play situations.

Staff use a comprehensive system of observational assessment to enable them to move children on in their learning. A variety of observations are carried out by each key worker and these are used to guide their future planning. In particular, key workers plan their own group times according to children's developmental needs. Therefore, these are beneficial learning experiences for all children, serving to reinforce and extend their learning in different areas. Daily focus activities also offer opportunities for children to learn new skills, for example, in counting objects. Children gain valuable skills for the future as staff help them prepare for school. Children develop their use of phonics, language and numbers in planned group activities. Staff rotate the resources daily, taking into account children's interests. This encourages children to explore further using different materials, for example, in mark-making and constructing. Children develop an increasing awareness of diversity in a wider world as they create displays and go on outings, for example, to faith centres and a charity shop.

Children feel safe at pre-school as they are well cared for by staff. They feel secure in the setting as there are effective safety measures in place. Staff follow strict guidelines when children are collected at the end of a session. Children are often reminded of the rules so that they learn to play safely and behave responsibly. For example, all children learn that 'sharing is caring' and actively practice this rule. Children enjoy the social aspect of snack times as they drink, talk and eat together. Staff encourage children to adopt good hygiene practices, such as washing hands and using tissues appropriately. Children are offered a healthy

variety of snacks, including a selection of fresh fruits. They learn to access these independently with encouragement from a member of staff. Children develop good manipulative skills as they help to cut fruit or use scissors to create pictures. They benefit from much exercise in the fresh air, especially enjoying the sand pit, musical instruments and wheeled vehicles. Overall, children's needs are met effectively by a committed staff team.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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