

# Ihsan Nursery

66-68 Cazenove Road, LONDON, N16 6AA

## Inspection date

Previous inspection date

12/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff are compassionate and caring towards all the children, supporting those who are new to the nursery with kindness and understanding. As a result, children are safe and secure.
- Effective planning means the children take part in activities that are fun and challenging, which means they make good progress.
- A successful key-person system is in place as a consequence staff know the children well and plan to meet their individual learning needs.
- Staff promote effective partnerships with parents, which mean children's individual needs are known and respected and the care is consistent.

### It is not yet outstanding because

- Planning for the end of the session is less organised and as a result, some of the children are not fully occupied.
- Resources in the role-play area do not reflect children's family lives and communities. This means children's experiences in this area do not broaden their knowledge of how others live.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

## Inspector

Julie Biddle

## Full report

### Information about the setting

Ihsan Nursery registered in 2014. The nursery is situated in the North London Muslim community centre, in Stoke Newington, in the London Borough of Hackney. The nursery uses one large playroom and an enclosed outdoor play area on the ground floor. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 32 children in the early years age group on roll. The nursery is open from Monday to Friday 12.30pm to 3.30pm during term-time only. The nursery receives funding to provide free early education for children aged two-, three-, and four- years-old. The nursery currently supports children who speak English as an additional language. The nursery employs seven members of staff. All the staff hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- enhance children's real-life experiences by using resources that are real and natural in the role-play area
- improve the routines at the end of the session to ensure all children are included.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The staff have a good understanding of the Early Years Foundation Stage. This means they plan activities that suit the children's individual learning styles and needs. The children play and learn in a stimulating, happy atmosphere where they are secure and confident. The enthusiastic staff plan learning experiences that challenge and excite the children. Systems for the assessment of children are precise and promote children's learning. Staff use successful teaching techniques to engage children during play and encourage learning. For example, effective questioning encourages children to reflect and think for themselves. Staff ask the children how many more layers of cake they need to make the whole cake. Staff allow children to follow their own ideas and learning without interruption and only offer support when needed. This effectively enables children to solve problems and be independent in the decisions they make. As a result, children build a cake and develop a party game talking to each other about their planned party. Children have fun as they explore differing textures they make shapes in shaving foam, and play dough. They develop and understanding by exploring different textures by using both wet and dry pasta to pour and spoon into containers. Staff and children talk about how the items had changed after adding the water, which extends children's understanding of

cause and effect. Although children enjoy using the role-play area, the resources do not reflect things used in real homes. This means that, children do not experience images and resources to deepen their understanding of different lifestyles.

Staff collate pertinent information when children start in the setting, which means they have a good understanding of the needs of each child in their care. As a result, children are very secure and confident. Children who are feeling less confident readily turn to the staff for cuddles and reassurance when needed. Children listen intently to their friends who choose to sing a solo this supports their ability to play cooperatively. Staff use props when the children are singing helping to bring the songs to life. Children are delighted to choose an item and sing the song related to the item.

The outdoor play area offers space for children to develop their physical skills as they enjoy using a range of different play equipment. The staff are developing the area linked to being healthy. Children are pleased to use the running machine and cross-trainer machine. They try hard to coordinate their movements with high levels of praise. Those who are less sure, wait for staff support, which is offered with kindness and positive encouragement. Staff use the outdoor area effectively to promote physical development. Children climb, run, skip and ride tricycles testing their understanding of space and speed.

### **The contribution of the early years provision to the well-being of children**

Settling-in procedures for new children are very effective with discussions between parents and staff to meet individual family needs. Parents are complimentary about the 'warm, friendly staff' and how quickly their children have settled in the nursery. Children demonstrate they feel a strong sense of belonging and security. They are actively encouraged to develop independence and to care for their environment. For example, they enthusiastically help tidy away at the end of the session. In general children listen to a story at the end of the session. However, this time is less well planned and children are easily distracted and become restless.

Children are supported in keeping themselves and others healthy by learning to address their own personal needs. They are supervised in the safe use of the toilet, encouraged to wash their hands and hang coats on their own pegs. This promotes well-being and limits cross-infection, instilling a healthy lifestyle for children. As a result, they develop self-help skills of independence and confidence in caring for themselves and others, appropriate to their age and level of understanding. Furthermore, children enjoy a selection of fresh fruits for the snack which means they are developing a good understanding of healthy diet.

A strong key person system ensures children are happy, form secure attachments with staff and each other. Staff model and consistently give clear guidance on expected behaviour, providing secure boundaries for children. As a result, minor conflicts are minimised, strengthening relationships among adults, children and their peers. Children learn to manage risk through activities outdoors and children enjoy vigorous play in the fresh air. In this way, staff actively promote a healthy lifestyle.

### **The effectiveness of the leadership and management of the early years provision**

The management team are very clear about their responsibilities in meeting the requirements of the Early Years Foundation Stage. Rigorous recruitment and induction procedures ensure that adults working with children are suitable to do so. All staff receive regular supervision and monitoring sessions to consider their practice, areas for improvement and training opportunities. This means staff remain motivated and inspired in their work with the children. Staff meetings are held to review practice, and how best to support the children attending. Staff have a good understanding of the learning and development requirements. As a result, they are able to accurately assess and monitor the educational programme including the planning, to ensure children make good progress and there are no gaps in their learning and development.

The staff monitor all visitors to the setting, who are required to sign in and out. A daily register is maintained by staff and demonstrates how ratios are met in the nursery. There are appropriate policies and procedures are in place to help keep children safe and secure as they play both inside and in the garden. Policies and procedures are shared with parents. This means parents have an understanding of the role the nursery plays in safeguarding their children and supporting them to express concerns.

The management team and staff work well together as a team and with parents to meet children's needs. Parents contribute to the initial assessment of children's development. As a result, they feel fully included in their child's learning and progress. The daily two-way verbal flow of verbal communication ensures that parents know about their child's experiences in the nursery and staff understand and meet the changing needs of the parents and children. The parents comment positively about the very caring approach of the staff and how well their children are settling into the nursery. Self-evaluation is ongoing and the whole staff team contributes to this. The management team use contribution from staff to inform action plans. This results in strong links between priorities and plans for improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY473863
<b>Local authority</b>	Hackney
<b>Inspection number</b>	955839
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	73
<b>Number of children on roll</b>	32
<b>Name of provider</b>	North London Muslim Community Centre Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 8061147

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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