

Noor Ul Islam Pre-School

717 High Road, Leyton, London, E10 5AB

Inspection date

Previous inspection date

15/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have a thorough understanding of the Early Years Foundation Stage and an exceptional awareness of the way that children learn. As a result, children are making excellent progress in their learning and development.
- Children quickly form exceptionally strong bonds and emotional attachments with their key persons, which ensure they gain a positive sense of well-being and security.
- Staff develop highly effective communication with parents, which ensures that they identify children's learning needs from the beginning, and support them throughout their time at the setting. This means that staff successfully meet all children's needs to the highest possible standard.
- Children's safety and security are of paramount importance. The pre-school has highly effective strategies in place to ensure that they protect all children from harm.
- The leadership and management of the pre-school are a key strength in ensuring that staff meet the individual learning and development needs of all children exceptionally well.
- The management team are committed to continually developing their service. They effectively monitor the educational programmes and staff practice. They are proactive in seeking training courses to enhance the knowledge and skills of the staff. As a result, they are able to provide a rich and varied programme of experiences for children in all areas of learning.

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 activities in the playroom and outdoor area.
- The inspector spoke with the manager, staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out a joint observation with the manager.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jennifer Forbes

Full report

Information about the setting

Noor Ul Islam Pre-school re-registered at new premises in 2014. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is managed by a voluntary charity. It currently operates from a large temporary building on the site of the Noor Ul Islam Trust in Leyton in the London Borough of Waltham Forest. Children have access to a secure outdoor play area. The pre-school employs 12 members of childcare staff, including the manager. Of these, two hold early years qualifications at level 6, one at level 5, seven at level 3 and two at level 2.

The pre-school opens Monday to Friday from 8.45am until 11.45am and 12.30pm until 3.30pm during school term time only. Children attend for either morning or afternoon sessions. There are currently 80 children on roll who are in the early years age group. The pre-school provides funded early education for children aged three and four years. The pre-school supports children who are learning to speak English as an additional language and those with special educational needs and/or disabilities.

Inspection judgements

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

Staff have an excellent understanding of the Early Years Foundation Stage and they support children's learning and development exceedingly well. The quality of teaching is extremely robust and consistent throughout the pre-school. This ensures that staff promote children's progress in all areas of learning exceptionally well. The confident and enthusiastic staff team work exceedingly well together. They receive excellent support from each other and the management team to promote extremely good outcomes for children. Staff and parents share concise assessments of children's starting points on entry to the pre-school. This ensures children make excellent progress from the beginning. Parents are actively encouraged to support their children's learning at home to ensure continuity of learning within the pre-school. Staff liaise with parents, and any other professionals involved in their care, to accurately assess children's learning and to identify the next steps in their development. This results in children making very strong progress towards the early learning goals. Clear and concise records of children's progress inform detailed planning, and activities tailored for their individual development incorporate their particular interests. All children achieve outstanding progress, because staff use their secure understanding of individual children's needs to provide stimulating and imaginative resources and activities to enhance their learning.

Staff support and assess their key children from the first day they enter the pre-school. Staff provide an excellent balance of child-initiated and adult-led play activities, which they plan in advance each term. They provide children with plenty of challenge and superb activities to promote investigation and exploration, which encourages their natural curiosity to learn. Children are enthusiastic and highly motivated. For example, children

thoroughly enjoyed exploring the role-play area, where they found resources to represent a doctor's surgery. They used a toy stethoscope to pretend to listen to the chests of their friends and staff. Staff helped them to extend their learning by prompting them to remember experiences of visiting their own doctor. They discussed vaccinations for holidays abroad and how to keep themselves healthy. Staff support children who are learning to speak English as an additional language by discussing their experiences in their own language, and by paraphrasing in English. This successfully promotes young children's developing language and communication skills. Staff constantly engage children in meaningful conversations, and they use careful questioning techniques to encourage their thinking and problem solving skills.

Staff read the books that children choose, and they share exciting stories as staff read with enthusiasm and expression. They help children to follow the story by pointing to the pages. This helps children to learn that words carry meaning, and that the pages turn from right to left. Staff introduce new vocabulary as they read, and describe what is happening in the story to extend their learning. Children with additional needs receive extra support from highly skilled and caring staff who fully understand their needs. Early identification of special educational needs ensures that children receive exceptional support and assures their rapid progress. Staff enhance children's physical skills as they provide a vast variety of wheeled toys in the garden. Staff promoted children's personal, social and emotional development as they lined children up for a race. Children thoroughly enjoyed the thrill of the competition. Their coordination skills develop as they run, walk, slither and crawl their way to the finish line in a variety of events. Children are encouraged to develop the muscles in their hands and wrists to prepare for early writing by hammering nails into shapes and moulding wet sand. Staff promote children's understanding of language and mathematics as they sit all together in a group. They learn about; the days of the week, letters, numbers and colours, and they practise counting and rhymes. They learn about some of the world's languages as they recite their welcoming verse. Children learn patience and consideration as they sit with their friends in the group, and staff are skilled in ensuring that they all take their turn. Older children learn early reading and writing skills, which helps them to become exceptionally well equipped for the next stage in their learning and school.

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

The highly effective key person system ensures that every child forms exceedingly secure bonds and emotional attachments. Children settle in quickly as staff are sensitive to their needs. They develop very high levels of self-assurance and confidence as they learn to share, take turns and cooperate with each other. Children's independence and confidence continually thrive through making choices and decisions with regard to their play. Staff support children who are new to the setting by offering suggestions, and by making them aware of the enticing resources available. They sit down at their level and encourage their exploration. Staff are kind and caring. They use soothing voices to reassure them and children forget to be anxious as they investigate a large dolls house, and install figures and furniture. Staff follow children's lead and support them as they select their own play resources, enabling them to direct their own play. Resources are of

an exceptionally high quality, and are freely accessible to children as they are stored at their level and appropriately labelled.

Children find their names printed on butterflies as they first enter the setting. They attach them to a painting of a tree to signify their attendance. They place their coats and bags on coat pegs on the wall. However, coat pegs do not have labels to give children an added sense of belonging, as the new premises is still under development. Staff supply plentiful resources to promote diversity in the pre-school. Children learn about disability as staff use the resources in imaginative ways, such as using car wheels and wheelchairs in paint for children to create artwork. Staff acknowledge and explore children's cultures and festivals to increase their understanding of the social world around them. Staff provide a warm, welcoming, safe and stimulating environment, where children thrive and are free to extend their creativity and imagination. Staff are excellent role models for the children as they lead by example. They use frequent praise and encouragement to raise children's self-esteem, which promotes positive behaviour and enables children to flourish.

Children have regular opportunities to play outside in the well-equipped outdoor area. Staff work hard to ensure that all the areas of learning are purposefully available for children outdoors, as well as inside, to extend their learning experiences. Children enjoy being outside in the fresh air to which they have continuous access. Staff encourage parents to support them, as they take children out into the local community. Here they learn about the world around them and benefit from healthy exercise. Staff promote children's health through the provision of fruit, vegetables and crackers for snack time. Children learn about the food they eat and learn which foods are healthy. Children with specific medical or dietary needs are safe because staff are extremely vigilant and ensure that children do not encounter foods that could harm them.

Children develop superb self-care skills as they independently address their own care and personal hygiene needs. They understand how to use the toilet independently, and wash and dry their hands. Two staff attend children who need help in the bathroom to reassure everyone that children are exceptionally well safeguarded. Children's safety and well-being is of paramount importance to the management and staff. Staff follow exceptionally robust and clear risk assessment procedures twice a day to ensure the pre-school is safe, and children are protected from any potential dangers. Staff keep external doors and gates locked, and only opened by staff, so that children remain safe at all times. This ensures children can only leave with their appropriate adults. Staff and children practise fire evacuation procedures regularly with children, so they know what to do should an emergency occur. Staff are enthusiastic and encouraging as they support children to take well supervised and measured risks, so that they develop their skills on the outdoor equipment. Children gain a very secure understanding of how to stay safe. They are gently reminded by caring staff to sit down at the table when using the scissors. Children are emotionally well prepared for the next stage in their learning as staff reassure them with stories and role play. They exchange visits with teachers from local schools. This helps children to learn about the expectations and routines of school, and they become familiar with the school environment.

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

The management and staff team are exceptionally secure in their knowledge and understanding of the requirements of the Early Years Foundation Stage. They thoroughly understand how children learn and tailor their planning and teaching to ensure they meet the individual needs of the children. The management team monitors the educational programmes, staff practice, and planning for children's development by conducting regular observations. Effective monitoring of the educational programmes, and successful tracking of individual children's development, enables staff to identify any gaps in their learning, and to seek appropriate intervention and professional advice. Consequently children with additional needs receive comprehensive support. Key persons meet with parents to discuss children's progress on a regular basis. Children's continued development is closely analysed by the key persons to ensure that all children achieve their full potential. All staff meet together daily to discuss how to meet children's individual needs. Planning is of a very high standard and tailored to the needs of individual children. The planning system of the pre-school is highly regarded by the local authority. They hold it up as a beacon for others to follow. High levels of consistency are maintained across the pre-school as staff support each other, and there is exceptionally strong leadership.

Staff are extremely secure in their knowledge of safeguarding policies and procedures. They undertake regular training to keep themselves up to date so that they protect children's welfare. Staff take all the necessary precautions, such as restricting the use of mobile phones on the premises. Staff make certain that any visitors to the pre-school are closely monitored during their stay, and their identity is checked, to help protect children. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications, and follow a thorough induction programme into the pre-school's policies, routines and practices. All staff are subject to the appropriate background vetting checks, which helps to ensure that all adults working with children are suitable to do so. Staff management is of an exceptionally high standard, and a key strength in ensuring that staff meet all children's needs successfully at all times. All staff receive regular individual support and supervision. As a result, all staff share a strong drive for excellence. Parents, staff and children actively participate in a robust self-evaluation process. Clear, concise, focused and detailed improvement plans mean that self-reflection, and the continued development of the pre-school, remains a high priority.

Staff are passionate about their roles. They ensure that the areas they are responsible for are extremely well planned, and resourced invitingly to encourage all children to take part. Highly successful staff deployment, along with strong adult to child ratios, means that all children receive consistent and highly effective support in their play. As a result, their learning is extended and assured. All staff receive regular ongoing training from specialist professionals, which is monitored to ensure it is effective and contributes to improvements within the pre-school. Partnerships with parents are exceptionally strong. Parents are encouraged to come into the pre-school to work with their children and this helps to make them feel very included and welcome. Parents are actively involved in their children's learning and their views are extremely important to the staff to help them drive improvement in the outcomes for every child. Parents speak especially highly of the care,

kindness and friendliness of staff. They say the staff always take their suggestions on board. They are full of praise for the successful way their children are learning. Extremely effective partnerships exist with external agencies, and other professionals, to support the identification of any concerns that staff may have regarding a child in their care. The management and staff work in close partnership with local schools to support children to become familiar with teachers, and the new environment, before they move into school.

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

Unique reference number	EY474312
Local authority	Waltham Forest
Inspection number	965505
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	80
Name of provider	Waltham Forest Noor UI Islam Trust
Date of previous inspection	not applicable
Telephone number	02085583014

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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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