

Husaini Pre-School

2 Burton Street, Peterborough, Cambridgeshire, PE1 5HD



Inspection date

20 April 2015

Previous inspection date

14 July 2009

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children behave very well. They manage minor conflicts with their peers positively and have built close friendships. As a result, children's social skills are developing well in preparation for starting school.
- Children are happy, confident and settled in the pre-school. Key-person relationships are strong and children have developed close emotional bonds with staff.
- The quality of teaching is good. Staff plan and deliver a broad range of interesting activities based on children's individual needs and interests. They provide them with many hands-on experiences that fully engage their natural curiosity as learners. Therefore, children are making good progress.
- Children are safeguarded because the manager and her staff team are knowledgeable about the signs of abuse and neglect. They are fully aware of the reporting procedures in the event of a child protection concern.
- There is good capacity for continuous improvement. The manager and her team accurately identify what they do well and where they can improve. Therefore, they are improving the experiences for children and their families.

It is not yet outstanding because:

- The information staff gather from parents at the start of a placement does not always include enough detail about what children like and can do. Parents are not yet being encouraged to actively share information about the ongoing learning that takes place at home.

What the setting needs to do to improve further

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

- strengthen the procedures for exchanging and sharing information with parents about children's learning and development, gaining more details about their achievements at home, in order to sharpen the planning and assessment of children's progress further.

Inspection activities

- The inspector observed children's activities in the pre-school room and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's self-evaluation documents.

Inspector

Carly Mooney

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are settled and at ease in the welcoming environment. Staff demonstrate a good understanding of various teaching methods that engage and motivate children to learn. They ask children suitable age-related questions as they play to motivate their thinking. Bilingual staff provide good support for those children who speak English as an additional language. Children's mathematical development is supported well. Staff are skilled at introducing mathematical words and concepts into children's play. Children are encouraged to find the smallest ball of dough and to cut their piece of paper in half when using scissors. These activities help to prepare them with the skills they need in readiness for school. Staff observe the children as they play, they identify their interests and what they need to do next in order to progress. Reviews of children's progress are shared with parents. Current procedures for gathering precise information from home to support children's starting points and their ongoing learning are less effective. Partnerships with other providers are in place and information is shared.

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

Children arrive at the pre-school eager and keen to learn. They confidently choose who they would like to play with and the activities they wish to participate in. They show familiarity with the rules and routines of the day. On arrival children independently take off their shoes, place them in their designated place and put on their slippers. Resources are attractively displayed and children are encouraged to access the resources they require from labelled furniture. Children have good opportunities to develop their physical skills on a range of challenging equipment in the garden. They grow and eat healthy foods, which helps to support and understanding of a healthy lifestyle. The local environment is used well to extend learning, through trips to the library, parks and a zoo.

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

Effective systems are in place for recruiting staff, and completing constant supervisions and observations of staff performance. These ensure that children receive quality learning experiences and staff practice is consistently good. A thorough induction is in place for new staff and they receive constant support from the manager. The management team regularly monitors the educational programmes and checks the accuracy of children's ongoing assessments. All staff are qualified. Their professional development is encouraged through attending regular training, such as mathematics, and speech and language courses. This helps to enhance staff's knowledge of childcare and early education. This also improves experiences for children. Parents spoken to on the day of the inspection were very positive about the care and learning provided for their child. Parents are well informed of all aspects of the pre-school in regular newsletters. Strong links are established with external agencies to ensure individual children's needs are met. Staff supervise the children well and take appropriate steps to minimise risks in the setting.

Setting details

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| Unique reference number | EY313376 |
| Local authority | Peterborough |
| Inspection number | 862124 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 4 |
| Total number of places | 24 |
| Number of children on roll | 17 |
| Name of provider | M.K.S.I Peterborough Committee |
| Date of previous inspection | 14 July 2009 |
| Telephone number | 01733 896861 |

Husaini Pre-School was registered in 2005. The pre-school employs five members of childcare staff all of whom hold appropriate early years qualifications ranging from level 2 to level 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 2pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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