

Al-Islamia Pre-School

Islamic School, 5-7 Evington Street, LEICESTER, LE2 0SA



Inspection date

24 June 2015

Previous inspection date

11 December 2008

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

- The quality of teaching is good. Staff consistently support children in their learning and accurately identify what they need to do next in order to make progress.
- Children's emotional security is promoted very well indeed. Staff share warm relationships with their key children and sensitively support them when they start at the pre-school and when they are upset.
- There is good capacity for future improvements. Staff are actively involved in the self-evaluation process and, led by the management team, together they accurately identify where improvements can be made. Therefore, outcomes for children and their families are enhanced.
- Children are safeguarded because the manager and her staff team are vigilant at all times. They make areas used by the children safe and secure and they are fully aware of their responsibilities in the event of a child protection concern.
- Partnerships with parents are strong. Staff relate well to the children's parents, sharing their children's achievements and how they can help support their learning at home. Therefore, parents are fully informed.

It is not yet outstanding because:

- Children's skills in communicating with adults, at times, are not fully maximised. This is because, at snack times, the group is too large for some children to be heard when they make a contribution.
- Children are not able to consistently extend their learning in the outdoor area. During the early morning play sessions, staff do not always use the outdoor learning area to best effect.

What the setting needs to do to improve further

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

- extend opportunities for all children to contribute and communicate with adults, for example, by reducing the size of the group at snack times
- make the most of the outdoor learning area by consistently providing a good variety of experiences throughout the day, so that children's learning outdoors is fully supported.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector held meetings with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day and from documentation completed by them.

Inspector

Hayley Lapworth

Inspection findings

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

The children are active learners who thoroughly enjoy their time in this warm and stimulating environment. Staff are aware of how young children learn best and are receptive to their individual interests and where they prefer to do their learning. Staff accurately identify that some children prefer to learn outdoors. The variety of resources indoors effectively promotes children's learning across the seven areas. However, at times, early in the day, the outdoor learning area is not always used to best effect to fully extend children's experiences. Children are beginning to learn how to communicate with adults. However, at times, group sizes are too big and this results in some children's contributions not being heard. Staff monitor the children's progress through observing them as they play and identifying any gaps in their development. Adult-led activities ensure gaps in their learning are minimised. As a result, children are making strong progress. Children have opportunities to make music and loud sounds using everyday objects, such as wooden spoons and metal whisks. Staff encourage children to be active. For example, children enjoy shaking their bodies and jumping. Older children take on responsibilities at snack time, serving the drinks to their younger peers. Therefore, they are developing a sense of belonging and acquiring the skills they need in readiness for school.

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

Children share warm relationships with one another and the staff. Children show care and concern towards the staff. For example, children make cards for staff to express how much they will miss them when they leave to go off on their holidays. Sensitive settling-in periods support children's emotional security. Staff spend time with children and their parents, helping them to become familiar with the pre-school environment and routines. Parents are invited to spend as much time as they wish to settle their children. Staff promote good behaviour by using positive reinforcement and praise. For example, children are praised for singing songs in a group and following instructions. As a result, the children are confident and feel good about themselves.

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

Children are safeguarded. The manager is knowledgeable about her responsibilities as the lead practitioner. She also ensures that in-house training regularly re-visits and promotes staff's understanding of their responsibilities in the event of a child protection concern. Children are cared for by a team of staff who are all qualified in caring for children. Staff frequently access further training. Consequently, they are knowledgeable about how to support young children's language and communication skills. Parents spoken to on the day of the inspection describe the pre-school care as 'excellent'. Parents positively compare the staff's approach to their children to that of their family members. They share that the staff enjoy being with their children and show them lots of kindness and warmth. Parents especially appreciate that staff help their children to learn to speak in English, alongside upholding their Islamic values.

Setting details

Unique reference number	EY373416
Local authority	Leicester City
Inspection number	858186
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	63
Name of provider	Al Islamia Institute for Education Committee
Date of previous inspection	11 December 2008
Telephone number	01162 515 101

Al-Islamia Pre-School was registered in 2008 and is sited within the premises of Al-Islamia Institute in Leicester. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday 8.30am to 2.45pm, term-time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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