

Iqra Preschool

78 Gough Walk, London, E14 6HR



Inspection date	11 October 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team uses rigorous systems for managing staff performance, which contributes well to a continuous cycle of professional development and achieving high standards within the pre-school.
- Teaching is of a high quality. Staff provide a wide range of learning experiences to motivate and engage children's interests. They engage in children's play and support their learning well.
- Children make good progress in all areas of their learning. They demonstrate good levels of confidence, independence and self-esteem, and they lead and make choices about their play.
- There is a strong emphasis on partnership working. Staff successfully engage parents in their children's learning and work closely with other professionals to support children with additional needs. This has a positive impact on the consistency of care and support children receive.

It is not yet outstanding because:

- Staff, on occasion, miss opportunities to respond to children's ideas and extend on their thinking and learning further.
- Some staff do not always gather a wide range of information to help them accurately assess children's abilities on entry to the pre-school.

What the setting needs to do to improve further

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

- support children to develop their ideas further during activities and extend their learning
- increase the information sought about children's achievements from home and the initial assessment arrangements at the setting to help more precisely identify their starting points.

Inspection activities

- The inspector observed the quality of teaching as staff engaged in children's play in the indoor learning environment.
- The inspector spoke to staff and parents and engaged with some of the children at appropriate times during the inspection.
- The inspector held discussions with the management team throughout the inspection.
- The inspector looked at documentation and records relating to children's development and staff suitability and qualifications.
- The inspector carried out a joint observation with the manager and held discussions about children's learning and progress.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management is good

The management team and manager are highly motivated to provide strong leadership to a dedicated and reflective staff team. They provide a high-quality provision, where children enjoy good learning opportunities. The arrangements for safeguarding are effective. There are rigorous recruitment and induction procedures in place that help ensure that staff are suitable for their roles and have a clear understanding of their responsibilities. Staff have a secure awareness of the procedures to follow if they have a concern about a child's welfare, or if concerned that a child may be at harm from extremist behaviour and views. Through effective evaluation, the management and staff team have precisely targeted areas for further improvement.

Quality of teaching, learning and assessment is good

Management regularly monitors children's progress. Staff take into account children's individual needs and interests when planning activities and children are motivated to learn and engage in the wide range of available activities. Children show a keen interest in exploring how things work. For example, they learn how to use different tools correctly when playing with play dough, and they also explore different technology. Children enjoy role play and building with construction toys. They have many opportunities to look at books and listen to stories, and staff support their language development well. For example, they engage children in conversations, use basic words, encourage them to repeat phrases and correctly pronounce words to them.

Personal development, behaviour and welfare are good

Staff provide a well-laid-out environment and have a very good range of learning resources that children can readily choose for themselves. Children are happy and well settled. Relationships between staff, children and parents are good. The effective key-person system strongly contributes towards secure attachments forming between children and staff. Staff are positive role models; they set good examples to children and children behave well. Children are developing good social skills. Children demonstrate good hygiene practices and they have regular opportunities for physical exercise and to engage in outdoor activities. They learn about different people and communities, for example staff use displays, resources, books and planned events to build on this further.

Outcomes for children are good

All children make good developmental progress and are emotionally well prepared for the next stages in their learning. For example, they learn how to make relationships with others and demonstrate an awareness of their own and others' needs. Children, even those who start the pre-school speaking little or no English, make good progress in their communication and language skills.

Setting details

Unique reference number	EY483097
Local authority	Tower Hamlets
Inspection number	992581
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	18
Number of children on roll	23
Name of registered person	Iqra School Ltd
Registered person unique reference number	RP533955
Date of previous inspection	Not applicable
Telephone number	020 3441 3480

Iqra Preschool is one of two privately owned pre-schools of the same company. It first registered in 2014. The pre-school operates from the first floor of a residential property in Poplar, in the London Borough of Tower Hamlets. The pre-school operates from 9.15am to 12.15pm and 12.45pm to 3.45pm, during term time only. The pre-school currently employs six staff, all of whom hold an appropriate early years qualification at level 3.

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.

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