

# Husaini Pre-School

4 Burton Street, PETERBOROUGH, Cambridgeshire, PE1 5HD



## Inspection date

24 May 2017

Previous inspection date

20 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 pre-school is warm and welcoming to children. Staff are friendly; they show affection and create an environment where children are eager to come and play.
- Staff act as positive role models as they effectively manage children's behaviour. They encourage children to respect each other's opinions and share family festivals and celebrations. This helps them learn about diversity in meaningful ways.
- All children, particularly those who speak English as an additional language and those in receipt of additional funding, make good progress from their starting points.
- Parents are very pleased with the service they receive. They comment that staff are very welcoming and inclusive, help their children settle and feel at ease when they when they first start.
- Self-evaluation of the provision identifies areas for development so these can be addressed.

### It is not yet outstanding because:

- Staff do not always use the outdoor play area effectively to fully exploit learning opportunities for children.
- Staff supervisions are not yet sharply targeted to improving the quality of practice and teaching to the highest level.

## What the setting needs to do to improve further

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

- help children to use the environment and resources better when playing outdoors to enhance their learning even more
- sharpen the focus of staff supervisions to identify and address training needs to improve the quality of practice and teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of safeguarding practices and are clear about the procedures to follow if they have any welfare concerns. The committee follows rigorous recruitment and induction procedures to ensure that staff are suitable to work with children. Staff undertake thorough and regular checks on outings, the premises and equipment to keep children safe and secure. The premises are kept secure and children are supervised well. Systems to identify gaps in children's learning and in the learning programme have been established.

### Quality of teaching, learning and assessment is good

Staff plan and provide play and learning experiences to enable children to make good progress. Staff gather appropriate information about children when they join the pre-school. They use this information together with their ongoing observations to meet the needs and interests of all children. Children's progress is carefully monitored so that any gaps in their learning are quickly identified and addressed. Children are interested and motivated to learn. For example, they eagerly make play dough, taking turns and measuring the ingredients they need. This helps their mathematical development. Children's communication and language skills are well supported as they enthusiastically join in familiar songs or listen to their favourite stories.

### Personal development, behaviour and welfare are good

Children settle quickly into the pre-school, as staff find out about the children's emotional needs and support them well when they start. Children's behaviour is good. They understand the pre-school's rules and follow instructions. For example, children tidy away toys when they are asked before going outside. Staff are good role models and support children to successfully form positive relationships with others. Opportunities for children to explore the world around them are good. They visit local shops and parks on a regular basis. This helps to increase children's knowledge of their local community. Children learn to respect each other and their differences. For example, they learn about different festivals that their families celebrate.

### Outcomes for children are good

All children are making good progress in their development and are gaining the skills they need for their eventual move on to school. Children are motivated in their play and show good levels of concentration. For example, they take turns and excitedly play listening games. Children are encouraged to carry out tasks for themselves, such as putting on their own shoes and pouring their own drinks.

## Setting details

<b>Unique reference number</b>	EY313376
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1092445
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	The Muslim Khoja Shia Ithna-A Sheri Community of Peterborough Committee
<b>Registered person unique reference number</b>	RP525805
<b>Date of previous inspection</b>	20 April 2015
<b>Telephone number</b>	01733896861

Husaini Pre-School registered in 2005. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 4pm. 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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