

Iqra Preschool

78 Gough Walk, London E14 6HR



Inspection date	25 February 2019
Previous inspection date	11 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children are happy at the pre-school and they settle very easily. They develop close attachments to their key person. Children know when to seek their support and they value their contributions during activities.
- Staff observe and assess children's learning well. They use this information to plan what individual children should do next, in order to help them make good progress with their development.
- The manager continually evaluates the pre-school and she promptly identifies and addresses any weaknesses in their practices. For example, she takes swift actions to strengthen the safeguarding procedures and she ensures new staff are capable of implementing their responsibilities effectively.
- The manager ensures staff have ongoing opportunities to enhance their knowledge and skills. For example, she arranges supervision and team meetings to offer guidance and to encourage staff to share good practices with their colleagues.
- Staff miss some opportunities during group activities to encourage children that are less vocal to talk about their play, in order to strengthen their speech and language development.
- Staff do not form close relationships with all parents and they miss some opportunities to share with them the policies and procedures, in order to make them aware of what to expect from staff and what they should do when they are at the premises.

What the setting needs to do to improve further

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

- increase opportunities for children to extend their vocabulary and to develop further their speaking skills
- strengthen the relationships with all parents and ensure they are familiar with the policies and procedures for them to be fully aware of the expectations of staff and themselves.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager and provider during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of leadership and management is good

The manager monitors children's progress well. She seeks regular support from other professionals to help identify and close any gaps in their development. Safeguarding is effective. The manager promptly reports to the relevant authorities any concerns about children's safety. She reviews the procedures for the collection of children from the pre-school and she ensures that her current staff implement the changes immediately and effectively to ensure children within their care are safe. The manager challenges any underperformance in staff's practice and she provides professional development opportunities to help strengthen their skills. Staff now have a secure understanding of child protection issues and wider safeguarding issues. The provider has in place robust recruitment and vetting processes to ensure staff are suitable to work with children.

Quality of teaching, learning and assessment is good

Staff provide stimulating opportunities for children to enjoy and learn. For example, children develop their understanding of nature when they explore and recognise different insects and animals. Staff encourage children to use a range of drawing and writing materials to help develop their coordination and early writing skills. They teach them how to use different tools safely and appropriately. Children develop their imaginative and creative skills well. For example, during a role-play activity, they pretend to wash clothes in the washing machine and they explore freely with paints to make marks, designs and handprints. Staff support children to develop their interest in books effectively. For example, they use props to ensure stories are enjoyable and to keep them fully engaged. Children like to look at pictures in books and they learn to turn the pages.

Personal development, behaviour and welfare are good

Children develop their personal and social skills effectively. For example, they learn to make decisions and lead their play. They manage some self-care needs on their own. and they share and take turns to use resources with other children. Staff support children to develop their health and physical well-being effectively. For example, they encourage parents to provide healthy food for children to eat and they ensure children wash their hands at appropriate times. Staff act as positive role models and they display good manners for children to copy and learn. They encourage them to listen and show respect to others. Staff offer ongoing encouragement and praise to help children persevere at tasks that they may find difficult and to make them feel proud about their efforts and achievements.

Outcomes for children are good

Children make good progress in comparison to their starting points and they develop the skills required to help them move on to the next stage in their learning. For example, children are active. They show interest in a range of resources and they use them appropriately. Children demonstrate good understanding. They follow simple instructions well and they show high levels of independence and confidence. Children develop their physical skills effectively. They display good mobility and balance as they move around to explore freely.

Setting details

Unique reference number	EY483097
Local authority	Tower Hamlets
Inspection number	10095037
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 2
Total number of places	23
Number of children on roll	32
Name of registered person	Iqra School Ltd
Registered person unique reference number	RP533955
Date of previous inspection	11 October 2016
Telephone number	020 3441 3480

Iqra Preschool registered in 2014. It is situated in Poplar, within the London Borough of Tower Hamlets. The pre-school operates from 9.15am to 12.15pm and 12.45pm to 3.45pm, during school term only. The provider currently employs five staff, including the manager. Of these, two staff hold early years qualifications at level 5 and three staff hold early years qualifications 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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