

# Inspection of Iqra Preschool

74 Gough Walk, LONDON E14 6HR

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Inspection date: 7 September 2022

**Overall effectiveness** **Good**

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The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children play excitedly at this well-run, welcoming pre-school. Many of the children who attend move across from the linked two-year-old provision. Hence, children are familiar with the environment and the routines when they start. Children enjoy very close relationships with their key persons. They confidently engage in discussions about their home life, interests and feelings. Staff vigilantly oversee activities that teach children to manage safety risks. Children skilfully tap pins into corkboards. They carefully handle sharp objects.

Staff pay attention when children are speaking and communicate high standards for behaviour. Children are respectful and extremely well behaved. They take turns, play cooperatively, and use the resources responsibly. Children tidy up meticulously after they finish playing. All children remain deeply engrossed in play. They are attentive during story sessions. Children enjoy re-enacting events using puppets while they listen. Children with special educational needs and/or disabilities are well supported. The manager works closely with external agencies to agree teaching strategies that help children reach their agreed targets.

The setting's owner ensures children have plenty of rich extra-curricular activities. Children learn about the world and their community. They enjoy visits to the Discover Centre, Greenwich Museum, Gulliver's Land, the local police and fire station.

## **What does the early years setting do well and what does it need to do better?**

- Children manage the transitions in the daily routine very well. They know when it is time to play, eat and sit for focus activities. At the end of their session, children responsibly gather their belongings and wait for their parents and carers to collect them.
- Staff expertly promote children's growing communication and language skills. They consistently describe children's actions, label objects and encourage repetition. They introduce new vocabulary for children at every opportunity. Staff make good and consistent use of visuals and displays. They know how these can be used to support children who speak other languages at home. Staff guide children to the texture board. As children feel the board, staff say words, such as 'bumpy, rough' and 'smooth'. Later, children use these words as they knead kinetic sand. They learn to describe fruit as 'sour' and 'tangy' as they eat. Therefore, all children make excellent progress in their speaking skills.
- Children are independent. They put on their own coats and attempt their fastenings. At snack times, they collect their own place mats. Children remain seated to eat healthy meals of fruits and vegetables. Overall, staff promote good hygiene practices at the pre-school. Children wash their hands thoroughly after

using the toilet and before meals. However, occasionally, staff do not make the best use of opportunities to promote children's awareness of other ways germs can spread. Therefore, at times, some children do not consistently exhibit behaviour that is consistent with what they know about preventing germs passing to others.

- Children display strong early mathematics and literacy skills. Staff knowledgeably introduce a specific letter, number and shape each week to children. Children learn to recognise and say initial sounds in words. Staff dedicatedly encourage children to count and recognise shapes as they play. Children compare sizes using words, such as 'medium' and 'big'. Staff challenge children to spot patterns. For example, children say how many different coloured robots they see without counting them.
- The owner and manager have fully addressed the recommendation made at their previous inspection. Children now enjoy plenty of opportunities to learn about nature. They enjoy collecting acorns for seasonal displays. Outside, children busily examine minibeasts using their magnifiers.
- Parents are very complimentary of the pre-school. When asked by the inspector, they described it as a local community hub that provides exceptional education for their children. Parents said their children make swift progress in their development and learning.
- The manager ensures staff supervision sessions are supportive discussions. She uses these opportunities to highlight their strengths and identify areas for further development. Staff and parents are regularly consulted for their views when determining how the overall provision can improve further. Their suggestions have led to an increase in the number of trips arranged where parents can accompany their children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that suggest a child is at risk and have a clear procedure to follow for reporting concerns. The manager and staff understand how to respond if there is an allegation or concern about an adult working with children. The owner carries out robust checks on staff, to help ensure that they are suitable for their roles. Staff assess risks and follow the pre-school procedures to maintain a safe and secure environment for children. Children are taught not to use the internet without seeking parental permission. They remain fully supervised when using age-appropriate software.

## What does the setting need to do to improve?

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

- make the best possible use of opportunities to improve children's understanding

of the various ways germs can spread, so they display behaviour that promotes good health when they have coughs and colds.

## Setting details

<b>Unique reference number</b>	EY481314
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10236469
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Iqra School Ltd
<b>Registered person unique reference number</b>	RP533955
<b>Telephone number</b>	020 3441 3480
<b>Date of previous inspection</b>	14 September 2016

## Information about this early years setting

Iqra Preschool registered in 2014 and is situated in the London Borough of Tower Hamlets. The nursery is open from 8.30am to 4.30pm and operates a morning session from 9.15am to 12.15pm and an afternoon session from 12.45pm to 3.45pm during term time only. The setting currently employs three members of staff, all of whom hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Olivia Awolola

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to parents and staff and took account of their views.
- A range of the pre-school's documents was sampled by the inspector. These included children's records, the setting's policies and procedures and staff records and qualifications.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on the children's learning.
- The inspector held a leadership discussion with the nominated individual and the manager about how they manage the setting.

We carried out this inspection 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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