

Inspection of Ihsan Nursery

66-68 Cazenove Road, London N16 6AA

Inspection date: 21 June 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The support that children and their families receive continues to be outstanding at this inspiring nursery. The staff are extremely dedicated and hard working. They place the children at the heart of everything they do. Each member of staff makes sure that they thoroughly understand every child's individual learning needs and next steps. This ensures that when staff work with children their teaching is targeted and all children continue to make excellent progress. For example, all staff talk knowledgeably about how they support children with special educational needs and/or disabilities, demonstrating a deep understanding of their specific needs and learning targets.

The curriculum is very well designed and implemented. It is based on a secure understanding of how young children learn and the skills that they need to acquire before moving on to the next stage in their education. For example, circle times are planned for children who will be moving on to school in September. They are encouraged to discuss their concerns and feelings about the move. Staff provide reassurance by explaining that it is perfectly natural to feel this way and by giving them practical ways to deal with their emotions. Relationships between staff and children are warm and loving. Children are taught the importance of respect as they learn about the values that underpin life in modern Britain and the different beliefs and cultural traditions of the families of children who attend the nursery. All children have a strong sense of belonging.

Staff have very high expectations. They support children to be extremely confident and independent, including the youngest children. Children's behaviour is exemplary. Staff support their understanding of how to behave well and they thoroughly understand the nursery routines. For example, they talk about what they must do when moving to the outside space saying, 'We are going to line up now, like in a train. We always go outside like this to be safe.'

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

- Managers work closely with children's centre staff, regularly sharing information about the families who use the nursery. This provides a coordinated and targeted approach to support strategies, and ensures that vulnerable children and their families are identified as soon as they join the nursery.
- The nursery environment is extremely warm and welcoming. From the moment that children walk through the door, they are made to feel safe and secure. The curriculum is carefully planned, taking account of children's interests, previous experiences and individual needs. For example, younger children who have shown a real interest in musical instruments are provided with resources to make their own musical shakers. They carefully add different beans and beads

to their pots, and talk about the different sounds they make when they shake them. Staff extend their learning by encouraging them to make quiet and loud sounds and to recognise the difference.

- Teaching is consistently of a high quality. Staff skilfully support children's play, observing and intervening to extend children's skills and ideas. Adult-led activities provide opportunities for children to explore new concepts and deepen their understanding of specific areas of learning. Children explore and discuss the textures and shapes of different leaves when printing with them. During snack time, children develop their understanding of time by following a timer and discussing how much time they have left to finish.
- Staff provide children with many opportunities to practise their early mathematical skills. They encourage children to sing counting rhymes and talk about numbers, shapes and measurement while playing. For example, in the mud kitchen, older children play with electronic calculators. They talk about and name the numbers on screen and then compare them to the numbers displayed on a washing line nearby, checking that they have identified and named them correctly.
- Communication and language provision is a strength. Children are exposed to spoken language constantly. Staff talk to them and encourage them to practise their communication skills all of the time. Well-stocked book areas ensure that children develop a love of books and reading. A wide range of mark-making activities support children's early writing skills.
- Physical development is very well supported. The outside space has an abundance of climbing and balancing equipment for children to improve their large physical skills. During sports day practise, children learn how to follow the rules when taking part in different races. They line up and wait for the command to 'run', and remind others to stay behind the line, saying 'you must do it or it isn't fair'.
- Children from disadvantaged backgrounds and those with special educational needs and/or disabilities receive outstanding support and teaching. Managers and staff use funding wisely to provide additional resources, staffing, and enrichment activities, such as trips and visits. Other professionals provide expert advice and support. This ensures that these children make better than expected progress.
- Children have very well developed personal and social skills. They play together in mixed-age groups, with older children always showing care and consideration for their younger friends. Staff make sure that they understand why it is important to take turns and consider other children's views and ideas when playing together.
- Managers provide exceptional support for their staff. They plan targeted professional development programmes for all staff. They encourage staff to increase their professional qualifications and fully support them throughout the process. Managers are always available to discuss both professional and personal issues and provide advice. Staff report that they are made to feel highly valued and thoroughly enjoy working at the nursery.
- Parents are overwhelmingly positive about the nursery. They cannot speak more highly of the support that they and their children receive. They feel fully

informed about their children's learning and development and emphasise the excellent progress they make.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are a priority. Staff ensure that the nursery environment is always free from risk and is safe. Staff supervise children very effectively, moving around the setting to ensure that ratios are maintained inside and outdoors. Managers and staff have a very strong understanding of the possible risks to children. They know what to do if they have a concern about a child or a member of staff, and the procedures to follow. Regular staff meetings and supervision sessions are used to discuss any safeguarding concerns. The recruitment of staff is robust and the manager checks their ongoing suitability. There is a strong culture of safeguarding across the nursery.

Setting details

Unique reference number	EY473863
Local authority	Hackney
Inspection number	10177195
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	70
Number of children on roll	42
Name of registered person	North London Muslim Community Centre Limited
Registered person unique reference number	RP519217
Telephone number	0208 8061147
Date of previous inspection	24 November 2017

Information about this early years setting

Ihsan Nursery registered in 2014. It is situated in the North London Muslim Community Centre, in Stoke Newington, in the London Borough of Hackney. The nursery is open each weekday from 8.30am to 4pm, during term time only. The nursery employs 15 members of staff. Of these, 11 hold relevant early years qualifications between level 1 and level 6. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Paul Church

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 nursery.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager carried out a joint observation of an activity with the inspector.
- The inspector spoke with the manager and the deputy manager about the leadership and management of the nursery.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.
- Staff talked to the inspector at appropriate times during the inspection. The inspector took account of their views.

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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