



# LJS Nursery School

Inspection report for early years provision

**Unique Reference Number** EY303591  
**Inspection date** 23 March 2006  
**Inspector** Catherine Greene

**Setting Address** Liberal Jewish Synagogue, 28 St. Johns Wood Road, London, NW8 7HA  
**Telephone number** 0207 432 1286  
**E-mail** nursery@ljs.org  
**Registered person** The Liberal Jewish Synagogue  
**Type of inspection** Childcare  
**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

LJS Nursery School registered in 2005. It operates from two rooms with the use of more shared space within the Synagogue which is situated in St Johns Wood. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 15.00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 21 children aged from two to under five years on roll. Children come from a wide area, as most of their parents travel in to work in or around the area. The nursery supports children with special educational needs, and also

supports a number of children who speak English as an additional language. The nursery school warmly welcomes children of all faiths.

The nursery employs six staff. All of the staff, including the manager hold appropriate early years and teaching qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because staff follow good health and hygiene practices. For example, children learn the importance of washing their hands before eating, or after using the toilet, and staff use effective procedures when changing nappies or preparing snacks. Children are provided with suitable healthy snacks each session, with lots of fresh fruit. They choose from juice or water to drink. Their lunch boxes, which parents provide, are suitably stored. Staff liaise well with parents, ensuring that any children's special dietary requirements are appropriately met. Children tell staff when they are thirsty and there are plans to introduce jugs so that they can help themselves to water throughout the session.

Through topic work and celebrating festivals such as the Homes and Harvest Festival children learn about healthy living and the importance of exercise. Each day children have good opportunities to enjoy physical activities and practise their co-ordination skills. For example, they climb and balance on the climbing frame, use wheeled toys and footballs.

Children can rest according to their needs as the setting provides comfortable seating in the book corner.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a welcoming and secure environment. The two group rooms used are organised well, allowing children to move and play freely. The impressive displays of children's work and photographs of their activities make the environment friendly and welcoming to children and their families. The environment is well planned and risk assessed, children are kept safe because staff use good safety routines. Although with the exception of using an electric kettle in the group room which has now been removed. Overall staff are aware of any hazards in the setting and take appropriate measures, to ensure children's safety and well-being.

Children have access to an extensive range of equipment, resources and materials which are safe and suitable for their use. The furniture and storage units are of child height and size. The resources are organised so children can access them easily and develop independence in their play and daily activities. Children are well protected through staff's secure knowledge and understanding of health and safety issues. The staff group regularly attend child protection training to update their skills and

knowledge.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive happily to the nursery and are welcomed with delight by their friends. They are eager to learn and to take part in the activities available. The activities are well planned and include strategies designed to help all age groups learn and progress. Children enjoy being in the setting and are encouraged to have fun. Staff relate very well with the children. All areas of their learning are well promoted, particularly children's creative, social and emotional development.

The setting has devised a good system of learning and recording the progress of the children attending. Staff are given key roles in the group for example for observing and monitoring whilst other staff work closely with the children. This helps ensure each child's progress is monitored and their learning is encouraged on an individual basis. Staff have a very good understanding of the Foundation Stage which they have translated very well, in planning and providing a thorough curriculum. This will be further enhanced by the introduction of Birth to three matters guidance.

Children take part in a wide range of interesting and worthwhile activities that engage the children's attention. The planning used shows what children should learn through their activities and includes how to challenge children appropriately according to their stage of development. This planning is shared with parents so they can be involved in their children's learning. Children are encouraged to think and put their thoughts into words through the adult's good use of questioning.

Children are confident in the setting and understand when they should concentrate and listen. They are very attentive at story times and enjoy books and rhymes. They participate and contribute well in group activities such as circle and registration times. Staff plan interesting activities often in small group work, that encourage children's language and communication skills and mathematical development.

Children have many opportunities to develop their creativity for example, they can paint and draw freely and have access to a variety of tools and craft materials. The children love to perform and are keen to take centre stage during the music and movement session. They are very confident when singing and delight in the praise and encouragement that they receive from staff.

Children learn about their lives, the environment and about others lives through interesting topic work and themes. This includes celebrations such as Chinese New Year and preparing for Passover. These celebrations have inspired children's creativity with some great art work displayed. Visitors to the nursery are warmly welcomed, including parents who will support staff with celebrations and special activities. There are a wealth of resources in the setting that help children learn about their own and others different cultures and beliefs.

Effective use is made of time and resources to provide children with outdoor opportunities such as gardening with their project on 'growing'. They enjoy physical

activities, including outdoor play when children climb on the new activity frame and run, jump and ride scooters and bikes.

### **Helping children make a positive contribution**

The provision is good.

The settings positive approach and children's access to a range of experiences that reflect diversity, fosters children's spiritual, moral, social and cultural development.

All children are welcomed and play a full part in the nursery because staff value each child as an individual. Children are extremely confident and show good self esteem responding well to continual praise and encouragement. Children work well together, for example, they co-operate and take turns with the activities and during circle time and snack. They understand the rules and routines of the setting well. Children interact very well with each other, and with the adults present. They have made firm friendships and enjoy each other's company. Children learn to be independent, they have good opportunities to choose what they do and to select their own resources, they are always busy and purposely occupied. Children are happy at nursery because staff value and respect their individuality, culture and language. Children and their families are warmly welcomed, this gives them a sense of belonging.

Children's family backgrounds are valued and respected. Staff work very closely with parents, getting to know them and their children. This is fundamental in supporting families and for children settling happily in to the nursery.

Children behave very well, their positive behaviour is encouraged by the staff, who offer continuous encouragement, praise and rewards and act as good role models.

A very good partnership with parents and carers contributes to the success of the nursery. Parents are encouraged to share their views with staff and this good communication ensures parents are kept up to date on their child's progress. Social gatherings for annual celebrations are well attended by parents this contributes well to maintaining good relationships.

### **Organisation**

The organisation is good.

Children benefit from a well organised and efficiently run provision. All staff are suitably vetted, qualified and are very experienced in childcare. They receive good induction when joining the setting and are encouraged to train and attend short courses to develop and enhance their knowledge and understanding of childcare and education. Un-vetted adults who may visit the setting do not have unsupervised contact with the children. The manager has developed an effective operational plan, and a good range of policies and procedures, which are relevant to the setting and are used to ensure all children's well being.

The daily registration systems used are suitable with the times of adults and

children's attendance adequately recorded for overall safety. The setting ensures high adult to child ratios are always maintained, this allows staff to continuously support children's play and activities and provide individual care and attention.

The person in charge and the staff team have a very good understanding of the Foundation Stage and early learning goals. They have a strong vision for the future and development of the nursery which they have established as a team. Regular staff meetings are used to help build a strong team where all the staff are valued and encouraged to contribute. Staff meetings are used to evaluate the provision offered, to plan activities and to discuss children's progress and individual needs.

The nursery has fostered strong links with the local community. The nursery meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are none to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure that hot drinks or other hazardous items are inaccessible to the children
- improve outcomes for children by using an approach in line with Birth to three matters

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)