

Bushey Ganim Lower and Upper School

Inspection report for early years provision

Unique Reference Number	130496
Inspection date	23 October 2006
Inspector	Suman Willis
Setting Address	177-189 Sparrows Herne, Bushey, Hertfordshire, WD23 1AJ
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Registered person	Bushey United Synagogues
Type of inspection	Integrated
Type of care	Full day care, Sessional 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bushey Ganim Pre-school registered as one provision under Ofsted in 2002. The pre-school take children from two to five years. The pre-school operates from rooms within a Jewish synagogue in Bushey, and children have access to a secure outdoor play area. The group opens five days a week during school term times. Sessions are from 9.15 until 12.15, extended sessions until 15.00 are offered on Monday and Wednesday.

A maximum of 76 children aged between two to five years may attend the nursery at any one time. There are currently 55 children aged from two to five years on roll. Of these 17 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school serves the Jewish community in the surrounding area. The setting supports children with learning and physical disabilities, and children who speak English as an additional language.

Twenty one staff work with the children. Over half of the staff have an early years qualification to NVQ level two or three. Three members of staff are currently working towards a recognised early years qualification. The joint heads are qualified teachers along with another member of staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children engage in regular outdoor activities which promote their physical development. These are effectively planned around the 'Birth to three matters' framework and around the Foundation Stage. Children develop their pedalling skills as they ride bikes. They learn to move with control using wheeled toys. Children benefit from regular fresh air as they play games outside on the mat or with the sand. Children enjoy participating in a wide range of indoor activities which extend their physical skills, such as hopping, skipping and jumping while using hoops and bean bags. Consequently, children are continuing to develop their large physical skills, and have regular fresh air for their well-being. Older children are developing their understanding of the importance of regular exercise and the changes that occur to their bodies through topic work. Children develop their fine motor skills as they use a variety of tools, such as dough cutters, build with wooden blocks, rolling pins, paint brushes and writing materials.

Children's health needs are promoted because documents to monitor children's health, such as parental permission for administering emergency aid and medication, are in place. Parents demonstrated that they have a good understanding of the nursery's policy regarding sickness thus ensuring that everyone acts in the best interest of the children. Children are developing a good understanding of maintaining their hygiene because staff promote themselves as good role models. For example staff wear disposable gloves and aprons when dealing with food. Staff working with younger children follow appropriate procedures to maintain hygiene when taking children to the toilet. Older children benefit from independently accessing the toilet and competently use the electric hand drier. Good posters about hygiene outside the toilet area reinforce children's knowledge and understanding of maintaining good personal hygiene levels. Therefore, cross infection is minimised and children stay healthy.

Children enjoy the social occasion of sitting in groups eating fruit and having a drink during snack time. Older children are encouraged to cut some of their own fruit and enjoy extending their learning as they talk about the inside of an apple. Children staying for the extended day are delighted to share topic conversations as they help themselves to sandwiches and fruit. Drinks are left out for children to help themselves, and staff are at hand to offer support. Children's individual dietary needs are met as valuable information about children's allergies is provided by parents.

Children are able to rest in the book corner should they get tired or feel unwell.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment. Good wall displays of children's work, photographs of children busy at work, and appropriate posters make it inviting for children and parents. Children have regular and free access to a secure outdoor play area. Security is effectively managed by a security guard at the gates and visitors are checked in. Doors to both nursery areas are further secured to ensure children play safely when other visitors to the synagogue are on the premises. All areas are laid out to offer an extensive range of activities where children can freely access their resources. Children have independent access to a wide range of resources which are safe, well maintained hygienically, and generally in good order. The broad range of resources provide challenge and encourage development in all areas.

Staff generally have a high regard for children's safety and conduct regular risk assessments. Any issues are highlighted and addressed immediately by a caretaker on site. Safety procedures such as emergency evacuation are effectively displayed and carried out regularly. However, the group needs to extend this so that fire procedures are logged to ensure children's safety continues to be monitored. All other procedures and resources to ensure children stay safe are in place. Children develop a good understanding of staying safe and avoiding accidents because staff give clear instructions when lining up or sitting in groups. Staff carry out rigorous risk assessments prior to taking children on outings and extend children's understanding of road safety as they visit local shops, the park and the library. Good topic work about road safety reinforces children's understanding of road safety, thus ensuring that children remain safe.

Staff have a very good understanding of safeguarding children. Good procedures to protect children are in place, and these are effectively shared with parents. Therefore, children's safety is effectively monitored.

Helping children achieve well and enjoy what they do

The provision is good.

Children are welcomed into the group and most settle happily into their chosen activity. Staff are at hand to offer cuddles and support as required. They engage purposefully in their chosen activities. Children use their own initiative as they select their own play materials from the broad range available. They develop good self-esteem and confidence as younger children learn to play together and staff are at hand to encourage turn taking. Some children are happy to sit and be cuddled as they observe what's going on, and staff allow children to settle in their own time, thus valuing their individual needs. They are extending their social and communication skills as they play peek-a-boo with each other in the home corner. Staff are at hand to extend children's vocabulary by asking children extending questions, such as a pulling out pretend 'spaghetti' in the home corner and asking children what it is. Children are delighted as they correctly say 'spaghetti' and rub their tummy. Some children confidently recognise their names during group time. One child gives a clear description about the picture of a shadow drawn with chalk. Children enjoy developing their counting skills as they sing the number of days in the week song. Children develop a love for books as they freely choose to either look at them independently, or ask a member of staff to read to them. Consequently children are becoming confident communicators, extending their learning, and making very good progress in a happy and caring environment.

Nursery Education

The quality of teaching and learning is good. Children are making very good progress towards the early learning goals. Staff are knowledgeable of the Foundation Stage. They plan a broad range of interesting and age appropriate activities to provide challenge in all areas of learning. Staff effectively extend children's learning by asking lots of open ended questions and encouraging children to work out solutions. Staff consult with parents to discover children's starting points, which are linked into their planning. They use their observational skills to monitor and evaluate children's learning and use individual children's progress to inform planning. However, the progress is not linked to the stepping stones, and therefore it is difficult to monitor specific areas of progress children are making.

Staff are deployed effectively to support children in their learning. They use observational skills well to join in and extend children's knowledge. Staff are enthusiastic in their approach to

teaching children which helps children to enjoy developing their skills, and therefore they make very good progress in all areas of learning.

Children behave well and enjoy being given responsibilities as they are chosen to be responsible for handing out snacks and drinks. Children work well together and negotiate turn taking. For example, a group of children worked to build a house using various shapes of wooden bricks and tools, they negotiated what should go next and what tools would be required. They listened to each other and waited patiently for their turn. Children learn about feelings as they look at pictures and discuss as a group what might make them sad, grouchy or happy. Children have developed good relationships with staff and their peers as they share their pretend birthday cake and invite staff and friends to their homes. Children are made to feel special as staff read books such as 'Brand new Baby' to the group because one child has a new sibling.

Children are developing their communication, language and literacy skills. They enjoy sharing a wide range of factual and story books. Children are read to enthusiastically which encourages them to listen. They join in with delight to the story of 'Peace at Last'. They understand that a book has an author. They are delighted as they make predictions as to what comes next. All areas are well labelled with words and numbers, thus promoting children's knowledge of written words. Most children recognise their names; some are beginning to write some letters, while others competently write their full names. Some children are working with forming three and four letter words. Children make progress in their understanding of mathematics as they count heads when lining up, and they learn to subtract as they sing number nursery rhymes. They use weighing scales to extend the concept of weight, and build towers using appropriate mathematical language such as taller, shorter, longer and bigger. They are beginning to understand more difficult concepts such as divisions and fractions as they share apples at snack time.

Children learn about their community when visiting the library, shops and the duck pond. Visitors such as a policeman are welcomed to extend children's understanding of people who help in the community. Children learn about the wider world through topic work, books and play materials, and these are well linked to festivals that they are familiar with. For example, one member of staff linked a story of Diwali to the Jewish new year which the children had recently celebrated. They learn to explore different materials as they play with sand, wood and conkers. They effectively use a magnifying glass to examine leaves and small sticks. They understand the concept of time as they talk about their weekend and days of the week. Children confidently display their technology skills as they use a variety of electronic machines in the home corner, and use computers skilfully.

Children use their imagination well as they play with playdough, making animal shapes and cakes. They enjoy being creative as they paint pictures with their hands and mix colours. One child confidently describes how she has made a butterfly picture. Children enjoy singing familiar rhymes such as 'twinkle, twinkle little star'. They enjoy moving to musical rhymes as groups in the hall.

Helping children make a positive contribution

The provision is good.

Children have regular opportunities to learn about themselves, each other and the world. They effectively use a variety of tools in the role play area to extend their knowledge of foods from around the world. Staff extend children's knowledge by linking in other cultures. For example when looking at pairs, staff point out a pair of shoes that people in China wear. Children begin

to appreciate the customs of other cultures through the excellent displays around the nursery. Their knowledge of their local community is extended as visits are linked with themes and planned appropriately. Children are made to feel a sense of belonging because of the effective settling in procedures staff have implemented. Parents provide valuable information to ensure children's individual needs are fully met. Children with learning disabilities are fully integrated into the provision, and staff demonstrate a good understanding of working with children with physical disabilities. Their development is monitored and shared with parents.

Children understand responsible behaviour because staff promote themselves as good role models. Children play well together and are taught to be polite to others. They are heard saying 'please' and 'thank you' when offered support, and food at snack time. Children are constantly rewarded for good behaviour and are delighted as they are praised. Children work harmoniously within their peer group and with adults. They confidently approach adults for support, knowing that their needs will be met. Staff provide a calm and constructive environment where children are eager to help.

The partnership with parents of children who receive nursery education is good. Parents receive information about the Foundation Stage and are encouraged to be involved in children's learning. They particularly enjoy the interactive learning evenings where they gain hands on experience of the curriculum their children are following and how they learn. Information about topics is included in the newsletter enabling parents to provide resources that children can bring and share with other children. Parents are invited to a consultation evening where they receive information about the progress their children are making. Some children take letter and number work home in preparation for their move to the next school. Parents have responded positively about the provision, and have fed back how staff effectively share information about the progress their children are making. Parents also said that staff were very approachable and caring. The nursery has clear complaints policies and procedures which are displayed on the parents' notice board, and staff demonstrate a good understanding of how these should be logged.

The positive approach to promoting children's understanding of right and wrong, diversity in cultures and caring for others, helps to foster children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children's care and welfare is very well promoted. The setting has effective procedures in place to ensure staff are suitably checked. Most staff hold an early years qualification with some at degree level, while others are working towards relevant qualifications, thus ensuring that all staff have a good understanding of child development. Children benefit from the staff's ability to update their skills which they implement into their practice. Consequently children are cared for by staff who have a sound knowledge and understanding of child development. The adult to child ratio positively supports children's care, learning and play. Group sizes and effective staff deployment contribute to children's good health, enjoyment, achievement and ability to take an active part in the setting. Documents to support children's care, learning and play are in place.

The leadership and management of the nursery education is good. The managers and staff teams are clear about their roles and responsibilities and this underpins the smooth running of the group. Effective induction procedures ensure that new staff settle with ease. Staff receive

regular appraisals knowing that they can approach the management team for support at any time. They all work very well together and share information effectively. Regular meetings ensure all staff are included and kept up to date. Training needs are constantly reviewed and promoted. The provision is pro-active in monitoring and evaluating their practice.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Care

At the last inspection the provider agreed to: maintain staffing ratios at all times; ensure that there is a varied range of appropriate activities and resources available for all children including those that promote equality of opportunity; ensure risk assessments are thorough and shared with the main synagogue, referring to security of the door, temperature of the hot water and the conducting of regular fire drills. Also the storage of cleaning substances; keep a written record, signed by parents, of all accidents involving children; ensure that there are hygienic washing facilities for food preparation; and ensure that there is a policy for equal opportunities, an uncollected child, and that all visitors to the group are recorded.

Children's safety is now appropriately managed because correct ratios are now maintained at all times. They are offered a wide range of activities and resources which promote equality of opportunities. Children's safety is now appropriately monitored by risk assessments being carried out daily, and identified risks areas are recorded and addressed immediately, this also refers to cleaning substances. Children can play in a secure area as both entrance doors are now secured and visitors to the nursery are asked to sign in at the security gate. They independently manage their own hygiene because the hot water tap is now regulated. Children's safety is further protected as fire drills are carried out more frequently and methods for logging these continue to be developed. Their health is effectively monitored by staff who keep a written record, signed by parents, of all accidents involving children. Children remain healthy because staff have completed training in food hygiene and appropriate facilities for food preparation is now in place. Policies for equal opportunities and uncollected children to promote their well-being have been drawn up.

Nursery Education

At the last inspection the provider agreed to: increase staff's knowledge of the Foundation Stage;

improve planning of activities using the Foundation Stage to ensure consistency within the provision and that all six areas are given high priority in all classes; increase opportunities which challenge the older and more able children, particularly within the programmes of knowledge and understanding of the world, mathematical development and personal, social and emotional development; and assessments of children's development using the stepping stones and the link to inform planning.

Children are now making good progress in all areas of learning because staff have attended Foundation Stage training and are able to offer a wider range of activities which are well planned around the six areas of learning. These provide challenge and offer opportunities to ensure all children reach their full potential. Assessments of children's development are very well monitored and staff are developing ways of using the stepping stone to inform planning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

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The quality and standards of the nursery education are good.

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):

- develop fire drill procedure to ensure that they are appropriately logged at all times

The quality and standards of the nursery education

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

- develop planning and assessment to clearly identify the progress children are making through the stepping stones.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk