

PINNER JEWISH KINDERGARTEN

Inspection report for early years provision

Unique Reference Number	509166
Inspection date	11 July 2007
Inspector	Julie Biddle
Setting Address	1 Cecil Park, Pinner, Middlesex, HA5 5HJ
Telephone number	020 8868 7204
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Registered person	The committee of Pinner Jewish Kindergarten
Type of inspection	Integrated
Type of 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?

Pinner Jewish Kindergarten opened in 2000. It is a registered charity, under the auspices of Pinner Synagogue and is run by a Governing Body. It offers places to children from Jewish families. It is based in the Henry Jackson Centre in Pinner. It has use of three rooms and a garden for outdoor play.

There are currently 18 children from two to five years on roll. This includes six funded three-year-olds. The group opens five days a week during school term times. Sessions are from 09.00 until 12.30.

Five staff work with the children, and over half the staff are qualified. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and hygienic environment, where staff take steps to prevent the spread of infection to protect children, for example parents are informed of infectious illness in the setting. Children are beginning to have an understanding of healthy eating as they make choices from a variety of healthy options at snack time, such as fresh fruit and vegetables. Snack time is a social time where staff and children sit together and chat, this atmosphere promotes the children's social skills and manners. Throughout the session drinking water is available in the play room.

Thorough records are kept for medication and accidents. This is fully supported by staff who are fully trained in first aid. Methods to inform staff of children who have specific health needs are thorough which ensures that children will not be subjected to foods that may impact on their health.

All children have good opportunities to play in the fresh air each day, they enjoy playing in the garden. Children run around with their friends and are developing good physical skills. For example, children use bikes for pedalling and exercising their legs, they have fun as they climb and slide. There are many opportunities for children to develop their hand-eye coordination as children learn to cut with scissors; they are able to discover for themselves in which hand to hold the scissors to achieve the best results. They use pencils, glue sticks and paint brushes with good control.

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 as they are enthusiastically welcomed by staff as they arrive each day. Parents are welcomed into the setting to settle their children and to discuss any concerns they may have with staff. Children benefit from the use of three rooms, where children's work is displayed brightly, and useful information to support children, parents and staff is all around the walls. They benefit greatly from the varied range of equipment and resources used daily in the setting.

Staff are vigilant and committed to maintaining safety indoors and outdoors and organise a wide range of activities that are well organised and effectively supervised. Children are safe and secure on the premises because the effective policies and procedures in place are followed by staff and parents to promote children's safety and welfare. This child focused environment allows children to play, learn and have fun with confidence. Staff ensure that the setting is well secured and that anyone wishing to gain entry is suitably identified before gaining access, all visitors must sign the visitors log book.

Staff take care to ensure children move safely around the setting and many opportunities are provided for children to learn about keeping safe. For example, why it is important to hold on to the hand rail when they go up and down the stairs. Children regularly practise the fire drill so that they are fully aware of what to do in the event of a fire. Children are made fully aware of the dangers of matches when staff light candles to celebrate festivals and special events. Children and staff discuss what they should do if they find any matches and who should light the candles.

Children are protected because staff have a sound and clear understanding of their role with regard to child protection issues and know how to implement local procedures. Staff attend ongoing training to ensure their knowledge is updated.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the setting. They arrive happily as they are greeted warmly by their friends, and staff. Children settle very quickly as they find something interesting to become involved in. Staff are close by to offer support and supervision where needed. Children greatly benefit from having staff who understand their personalities and preferences and who can support them through new challenges and celebrate their strengths. Consequently, children become confident and are able to express their individual needs and wishes. Children are familiar and feel confident with the routines. For example, when children all help at tidy up time and know it is snack time next.

Younger children's care and wellbeing is promoted as the staff have a good understanding of how to meet their needs. The Birth to three matters framework to support children's learning in their earliest years is used and understood by staff. They have worked well to plan a variety of stimulating and fun activities to encourage younger children's all-round development. Younger children are participating in activities which are appropriate for their age and stage of development. They are becoming competent learners, and have great fun. They laugh and have fun as they energetically join in action songs. Children enjoy story times and looking at books, as they listen attentively and with enjoyment to the stories being read, especially when staff dress up to illustrate the story.

Nursery education:

The quality of the teaching and learning is good. Planning is thorough and children benefit from the staff's good knowledge of the Foundation Stage curriculum. Children's individual achievements are noted, and evaluated. This information is then used to plan the next step in their learning. Staff maintain a record of the children's progress and share this with parents. Staff use open-ended questioning to encourage the children to think and help them develop a wider vocabulary, they value and listen to what the children have to say. Children have a super time as they play a listening game and name the sounds "Who heard the donkey?".

Children are curious, with good concentration skills enabling them to play at self-chosen activities for lengthy periods. They persist with new skills and show pride in their achievements. Children make good friendships and greet each other warmly. They enjoy chatting to adults and join in with social chat about their lives and recent events.

Staff and children have a good level of verbal interaction which helps to successfully develop language and communication skills. Children join-in eagerly and are delighted during absorbing art and creative projects such as using colour pallets and mixing their own colours. Children confidently count everyday objects up to 10 and beyond. They use mathematical language as they discuss number of pieces of fruit for snack time. Children are able to recognise letters of the alphabet. Staff reinforce the sounds of the letters effectively supporting children's language development. Children have good opportunities to practise their early writing skills. For example, in the garden, they enjoy early mark making activities as they use paint brushes with water.

They respond with interest at story times and are interested in looking at books independently; they handle books competently and are aware that print and pictures carry meaning. They enjoy the storytelling sessions and become actively involved in the story. Children can sing simple songs from memory and they participate actively at singing time. They learn about nature and the wider world from a range learning projects. such as the seasons and the life cycle of a caterpillar. They are becoming familiar with the local community; photographic evidence recalls people who work in the community and their visits to the setting. Plans are made to ensure that children experience visits in the community such as outings to the local parks.

Helping children make a positive contribution

The provision is good.

Children are confident in the setting because staff value each child as an individual. Children and parents are comfortable in the setting. Staff know the children very well and really enjoy their company. Staff are enthusiastic role-models and encourage children to contribute fully in their play and learning activities.

Children become aware of their own and other's needs through discussion with staff and activities about their own cultures and the wider society. There is a varied range of toys and resources to promote children's understanding of diversity. Parents are also invited into the setting to share their cultural practices and festivals. This helps children to develop a positive image of themselves and others. There are clear and effective procedures in place to support children with learning difficulties or disabilities. Behaviour is of a good standard, children are well-behaved and polite in response to the expectations of staff. Staff have a great deal of respect for the children, this is evident in the children's behaviour and the calm relaxed atmosphere. Children are encouraged to take turns, share and show caring attitude towards staff and each other. Staff are skilful at managing any unwanted behaviour; they are calm and consistent with their approach. They consistently praise the children thus encouraging good behaviour. Children experience quiet listening times as they prepare for special events. As a result, children's spiritual, moral, social, and cultural development is fostered.

The partnership with parents and carers of children who receive nursery education is good. Children benefit from friendly, informal relationships between staff and parents, which is enhanced by the implementation of the key worker system. Parents have very good opportunities to discuss their child's progress with staff through daily chats and formal meetings throughout the year. The information provided makes a complete record available for parents to keep when their child leaves the setting. However, parents receive only basic information about the Foundation Stage and little information on how activities are linked to the Foundation Stage.

Parents spoken to on the day of the inspection are very happy with the setting and the information they receive. They spoke very highly of the staff and the relationship they had developed with them. Parents comments include: "the staff really love the children".

Organisation

The organisation is good.

The leadership and management of the setting is good. The manager is committed to the improvement and development of staff, they are encouraged to update and extend their knowledge through training thus benefiting the children. Staff are supported by the manager through regular formal and informal meetings, they plan the curriculum together and discuss how activities went.

Children develop a secure sense of belonging because the nursery is well organised and staff work with parents to ensure they have a good knowledge of children's individual circumstances. The manager and staff are strong team who work and support each other well, they all focus on the needs of the children. Staff work with parents to ensure they have a good knowledge of children's individual needs. Staff are well deployed in the setting ensuring children are secure, confident and happy.

Children's welfare is safeguarded because the required records and documentation are in place to ensure the smooth day-to-day running of the setting, however the hours of children's attendance are not regularly recorded. The written policies and procedures practised by staff also help ensure children's wellbeing and protection. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider agreed to ensure that all records relating to day care activities, including fire log, are readily accessible and available for inspection at all times. This is now done which means children are safe and protected in the setting. The provider also agreed to ensure that the child protection procedure includes the procedure to follow if an allegation is made against a member of staff or volunteer. The provider has updated child protection procedures and now all staff are aware of reporting procedures and how to protect themselves.

Complaints since the last inspection

On 31 January 2007, concerns were raised with regard to fire safety practice, this concern relates to National Standard 6: Safety. Ofsted conducted an unannounced visit on 26 February 2007, and found the fire log book was not available for inspection. Ofsted set an action for the provider to ensure that all records relating to day care activities including fire log, are readily accessible and available for inspection at all times (National Standard 14: Documentation), and requested further information regarding fire safety practices. A response to the action was received on 13 March 2007, and further information was received on 8 May 2007. Ofsted carried out a further visit on 11 July 2007 and was satisfied the provider was meeting the National Standards. No further action was taken and the provider remained qualified for registration.

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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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):

- ensure the hours of children's attendance are consistently recorded

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 the systems for informing parents about the Foundation Stage

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