

Hasmonean Pre-Nursery

Inspection report for early years provision

Unique Reference Number 147548
Inspection date 13 March 2008
Inspector Pauline Nazarkardeh

Setting Address 8-10 Shirehall Lane, Hendon, London, NW4 2PD

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Registered person Hasmonean Pre-Nursery

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?

Hasmonean Pre-Nursery has been registered since 1997. The kindergarten is situated in Hendon in the London borough of Barnet. The setting operates on the site of the primary school and provides care for Jewish children from the local community and beyond.

The group provides a service for children aged from two to three years. There are currently 20 children on roll, eight of whom are in receipt of nursery education funding. Children attend for a variety of sessions. The group opens five days a week during term time only.

The group employs six members of staff, all of whom hold appropriate early years qualifications. The setting receives support from Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted. Children are beginning to learn the importance of good personal hygiene, such as washing their hands at appropriate times during the session. The premises are cleaned to a good standard to enable children to play with no health risk. Appropriate procedures are in place to manage any accidents that arise and administer first aid.

Children enjoy the range of fruit, including bananas, oranges and grapes, available to them at the snack bar. The group promotes healthy eating and ensures that the snacks they provide are nutritious, and take account of any particular dietary needs a child may have. Children's independence is promoted at the snack bar, as they help to cut their portion of fruit and pour their own drink.

Children have lots of opportunities to benefit from energetic, physical exercise and fresh air in the large outdoor play area. This area has an excellent selection of fixed equipment and activities which allow children to enjoy and benefit from rigorous physical exercise. Children particularly enjoy the climbing wall and the car wash.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being in clean and well-maintained premises. Children's artwork is very well displayed to create a cheerful and stimulating environment. The playrooms are organised to provide different activities. However, there are no enclosed areas where children could withdraw to play in a confined place. Children's independence is fostered, as some of the play equipment is easily accessible for them to help themselves.

Children's safety is well promoted as security at the premises is good. There is a security guard positioned at the front gate. Fire drills are carried out regularly, and fire exits are clearly marked and free from obstruction.

Children's welfare is safeguarded, as staff have a good understanding of child protection and further training is planned. Staff are aware of the signs an abused child might exhibit, and the procedure to follow to report any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, and separate willingly from their parent or carer. New children are introduced to their key worker at a home visit before they start at the setting. The Birth to three matters framework, which supports children's learning in their earliest years, is incorporated in the planning of activities. The variety of play materials available provides fun and stimulation for the children. Children's independence is fostered as they are able to 'free-flow' between the two playrooms and the outside area as they choose. This outdoor area is very well equipped to extend the children's play experiences. Sand and water play, and an excellent selection of fixed equipment are available. Children benefit from the warm and friendly interaction they enjoy

with staff. Staff are caring and kind, and give appropriate support and encouragement when needed.

Nursery Education

The quality of teaching and learning is good. Staff understand the six areas of learning and how to deliver the curriculum in ways that children enjoy. Planning of the curriculum for the delivery of the Foundation Stage is managed well. Staff monitor the children's progress and evaluate their findings; these are then used to plan the next individual learning step for each child. Child profile forms are completed to enable each child's progress to be monitored easily.

Children are making good progress in all areas of development. They show curiosity, and are interested in the play materials. Children particularly enjoy the opportunities to move freely between the two playrooms and the outside area.

Mathematics and mathematical language and concepts are used in the daily routine as well as focused activities to enable children to make good progress. Children routinely count the number of people in the chain they have made, and compare size and shape. For example, staff ask questions such as 'is it bigger or smaller?' when children are building towers with large bricks. This also helps to develop children's language and thinking skills.

Children enjoy, and make good use of, all the opportunities provided for them to be creative. Displays showcase the children's skills. Children are particularly proud of their ice prints. As well as being offered a range of art and craft activities, children can act out role play situations in 'the hairdressers' or the 'home corner'.

Children's speaking and listening skills are progressing well. Children make valuable contributions and express their own views and thoughts at discussion time. They have regular access to a well-equipped writing area, where they can write for pleasure. They are able to name and sound some letters, and particularly enjoy writing letters with shaving foam on the table tops.

Helping children make a positive contribution

The provision is outstanding.

The partnership with parents and carers of children who receive nursery education is outstanding. Since the last inspection many improvements have been made in this area. Children are well settled and comfortable in the nursery, as staff recognise the positive impact on children of working in partnership with their parents. Parents are informed about the Foundation Stage curriculum. Their expertise is well used by the staff, who consult them at key points during the children's attendance. Home visits are carried out before children start at the setting, and parents are involved when their child is part of focused observations. This ensures children experience consistent care that meets their needs. Information about the nursery and its policies and procedures are also available for parents to consult. The regular newsletters also ensure that they are kept well informed.

Children are treated as individuals and have their particular needs respected and met effectively by staff. This helps children to grow in confidence and develop good self-esteem. Children learn about the world they live in through access to resources that promote positive images of diversity. Jewish festivals and traditions are celebrated in detail, and other local and wider community celebrations are acknowledged.

Staff have experience of working with children with learning difficulties and/or disabilities. They understand the importance of liaising with parents, and all parties involved with the children's care and education, to support children effectively and achieve a positive outcome. Excellent systems are in place to prepare the environment to ensure the needs of new children are planned for in advance.

Children's behaviour is very good as they are kept interested and busy throughout the day. They become familiar with the routine of the nursery, and know what is expected of them. In addition, older children are learning the importance of sharing with their friends and taking turns. Age-appropriate and positive strategies are used to manage any difficulties that may arise. Consequently, children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The leadership and management of the setting are good. The manager regularly identifies any areas for development and, with support from the local authority, works to make improvements. The manager works directly with the children and aims to be a good role model to staff. She monitors the work of the staff and encourages them to attend appropriate training to build upon their skills. Good support is given to staff, both informally on a daily basis and formally through regular meetings and appraisals. Staff are motivated, and focus on the needs of the children. Robust recruitment procedures are in place to ensure that all staff are suitable to be in contact with the children.

Children have space to fully explore the play equipment in hygienic and safe conditions. However, defined and enclosed areas for play are yet to be created. The deployment of staff both indoors and outdoors is good. This ensures that children are secure and happily engaged in meaningful activities.

Children's welfare and individual needs are well met and appropriate records are in place to support staff's understanding of each child. Records are kept confidentially to maintain privacy, and retained when children leave the group. As a result, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, the provider has developed documentation in relation to risk assessments and working policies and procedures. The planning and assessment for nursery education now ensures that each child's progress can be monitored easily. This has had a positive impact on children's learning and well-being.

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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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):

- improve the environment by providing children with some enclosed areas for play

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):

- make improvements as indicated in the care section above.

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