

Pardes House

Inspection report for early years provision

Unique reference number EY222672
Inspection date 12/11/2008
Inspector Steven Hill

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Pardes House Kindergarten, which is located in Finchley Central, shares a site with the Primary and Grammar Schools and serves the Orthodox Jewish community. The group is open from 09.00 till 15.45 Monday to Thursday, and on Fridays until 12.15. It can cater for 50 children aged between two and five years. Currently, the majority attending are aged three and over. The group has its own self-contained premises and is divided into two age-related classes. The younger class is integrated, catering for both boys and girls. The older class is for boys only, with the girls moving to a girls' school in Colindale. There is a staff team of nine, five of whom have Early Years qualifications. The group receives regular support from an early years Advisory Teacher. The total number of children currently attending is 40. Of these, five are aged two, 28 are aged three and seven are aged four. Currently no children speak English as an additional language. Pardes House Kindergarten is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The good provision in the kindergarten ensures that children enjoy learning and achieve well in its welcoming, family ethos. Strong relationships between staff and children and positive links with parents underpin the good levels of care that ensure children are safe and happy. Careful and regular assessments of children's progress are used well to ensure that their individual needs and interests are met well. Good leadership and management have led to significant improvements since the last inspection, despite some shortcomings in the accommodation and equipment available.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the outside area so that it can support all elements of the EYFS curriculum, including during inclement weather
- improve the provision of ICT in classrooms so children have opportunities to experiment with computers, and adults can integrate ICT more frequently into children's learning

The leadership and management of the early years provision

The provision is led very well by a skilled practitioner. She provides a good role model of practice to the other adults, who work together as an effective team to promote children's welfare and learning. Good provision is made to keep children safe, relevant checks are made to ensure that all staff are suitable for working with children, and all the relevant policies are in place. All the issues identified at the last inspection have been dealt with, leading to improvements in how well children

are looked after and their achievement. There are still some deficiencies in the outdoor facilities, but very good use is made by staff of what is available, particularly in promoting children's physical development and encouraging healthy lifestyles. Similarly, provision for information and communication technology (ICT) is much improved, although there is still some shortage of equipment. The provision's good procedures for self-evaluation mean that these issues have been clearly identified, and staff and governors are working together to address them, as well as funds and available space permit. The provision is working continuously to make improvements. For example, recent changes in the organisation of the older class mean that better use is made of the indoor space available. The potential to link Hebrew Studies meaningfully with the different elements of the Early Years Foundation Stage (EYFS) curriculum is consequently much stronger.

The quality and standards of the early years provision

Good provision is made for children's welfare, learning and development. Children are making good progress in all the EYFS areas of learning. Staff plan carefully to give children a wide range of interesting and exciting experiences that draw a good balance between activities directed by adults and those that children choose for themselves. The full range of the EYFS is covered and recent changes in organisation mean this provision can now be more thoroughly integrated with the well established programme of Hebrew Studies. Provision for ICT has improved considerably, and even the youngest children are learning to use a digital camera, or to operate a cassette recorder. However, there are no computers or interactive whiteboards in the classrooms, to help staff extend children's understanding further.

Adults have very positive relationships with children, so they are happy and thoroughly enjoy their time in the kindergarten. The adults set clear expectations and children quickly learn the routines of the setting. As soon as they arrive in the morning, children throw themselves enthusiastically into the activities provided. They get on well with each other, playing together happily and sharing equipment sensibly. They are well behaved and take a pride in their accomplishments, and are keen to show visitors what they have learnt. Staff strongly encourage children to be independent, and this is particularly evident when they go outside to play. They take out equipment sensibly, and even the youngest persevere in putting on their coats for themselves.

Staff are particularly skilled in intervening in children's play, challenging them to think and talk about what they are doing, and developing their understanding and their vocabulary well. A major strength of the provision is the way all the adults assess and record children's progress, and use this information to ensure that all individuals' needs are known. They then plan carefully to meet them. Each child has a 'key worker', who plays a particularly strong role in this aspect. Good links with parents enable them to contribute to the assessments. Staff ensure that close liaison with the Reception class in the primary school means a smooth transition when children move on.

Frequent and regular use of the outside area contributes particularly well to

children's physical development. They enjoy whizzing around the playground on scooters, but are sensible and make sure they are careful of their classmates. They join in enthusiastically with a variety of activities, and many greatly enjoy the chances to play with footballs or 'stilts', for example. Adults intervene sensitively to help children who are less confident to extend themselves. However, the outdoor area is shared with the primary school and has no covered section. It therefore has to be set up anew each time children go out. This prevents it being used as fully as it should in contributing to all the different aspects of the EYFS curriculum.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection

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.