

St John's Wood Synagogue Kindergarten

Inspection report for early years provision

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| Unique reference number | 135095 |
| Inspection date | 27/01/2009 |
| Inspector | Arda Halls |
| | |
| Setting address | 37-41 Grove End Road, London, NW8 9NG |
| | |
| Telephone number | 7286 3859 |
| Email | |
| 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).

Description of the setting

St. John's Wood Synagogue Kindergarten is privately owned. It has been registered under the Children Act since October 1992. The premises are situated on the first floor of a Synagogue in the St. John's Wood area in the City of Westminster. The nursery has use of three rooms, kitchen, office and toilet/wash facilities.

The nursery is registered to care for a maximum of 48 children at any one time. There are currently 27 children on roll aged from two to four years. The nursery supports a number of children who speak English as an additional language.

The group opens five days a week from 09:00 to 12:00, during school term times.

There are nine members of staff who work with the children including the manager, seven of which have early years qualifications.

Overall effectiveness of the early years provision

The nursery provides a good service which undoubtedly meets children's individual needs well. Secure relationships have been developed with parents which helps staff to provide appropriate care for each child. Children's individual backgrounds are fully acknowledged and valued. Secure systems are in place to promote children's safety at the setting. There are systems in place to plan and evaluate children's learning however, this is not yet complete. The manager has devised a formal system for reflecting on practice with the staff team to identify improvements.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop opportunities for children to write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation by the end of the EYFS
- develop opportunities for children to recognise numerals one to nine
- risk assess hand washing to ensure that it is sufficiently hygienic

The leadership and management of the early years provision

Children are safeguarded well as appropriate recruitment procedures ensure that staff are suitable to work with children. A full set of policies and procedures are in place to support children's welfare and the organisation of the setting. A good complement of staff are first aid trained to ensure that children receive appropriate

care in the event of an accident. Written reports of accidents are signed by parents. A clear sickness procedure is followed which means that children are cared for at home when they are unwell. Medication procedures are secure as staff ensure written consent is provided by parents and clear records are kept of each administration of medication. Frequent emergency evacuations are undertaken and these are appropriately recorded. The manager has a good understanding of child protection issues, including how allegations of abuse made against staff would be managed.

The manager identifies areas for improvement with systems in place at staff meetings for reflecting on practice with the staff team. The manager and deputy manager demonstrate a positive commitment to making necessary improvements to the service. Recent changes to management promotes good team work. Actions set at the previous inspection to ensure staff have a sound knowledge and understanding of the 2005 regulations concerning the management of complaints and the child protection procedure has been fully addressed. The manager is introducing changes in line with the Early Years Foundation Stage (EYFS) including organising training for staff who are not trained in the EYFS. New key person systems are in place which helps children to feel more settled within the nursery. Individual care routines are not carried out exclusively by the key person, consequently children benefit from the opportunity to develop a strong relationship with more than one significant adult.

A system of individual planning and assessing children's work has not been fully implemented, however there are systems in place to develop this area with the support of the local authority. Systems for completing assessments are not always consistent as some staff are not fully conversant in child observation and recording how children are meeting the early learning goals. Records of achievements are shared with parents on a regular basis. Some of the current records do not clearly identify children's progress and the next steps for their learning.

Secure relationships have been developed with parents. Parents write letters of support stating how happy they are with the 'kindergarten under its new management' and how the atmosphere is 'open and friendly'. Appropriate information is shared with staff in order for children to receive individual care. For example, staff are well aware of children's special dietary needs or food allergies. Staff also understand the special requirements of children who have learning difficulties or disabilities with a commitment to working with other agencies in the support of children with special educational needs. Regular newsletters keep parents informed of any changes in the setting and pre-arranged meetings provide opportunities to discuss children's development and keep parents informed of their children's progress.

The quality and standards of the early years provision

Overall, children enjoy their time at the setting. They are thoroughly settled into routines of the nursery and develop good relationships with staff. Children enjoy their nursery experience in a calm environment where an appropriate range of play materials and sensory experiences are provided. Children are well occupied

throughout the day with a range of chosen and adult led activities. Toddlers enjoy singing familiar songs with staff in both English and Hebrew. They have a full range of opportunities for creative play with paints, sand, water and manipulative materials such as play dough and finger painting. Children of all ages are fully engaged in challenging experiences and consequently their behaviour is good.

Children's health is well promoted as they are provided with fresh fruit and vegetables through contributions from parents for their daily snack. All foods are washed thoroughly and presented to children in an attractive manner which helps encourage children to eat. The children learn about different fruits and vegetables as staff are skilled at motivating the children to discuss the food's origin with lots of open ended questioning. Children's individual dietary needs are given high priority. Fresh drinking water is readily available throughout the day which means children do not become dehydrated. Staff follow sufficient hygiene procedures well although children do not have easy access to hand washing as running water is not available in the classrooms.

Children enjoy opportunities for story reading which promotes their understanding of written words and enhances their listening skills. Children do not have opportunities, however, to practise writing letters and numbers. For example, children do not write their own names on their art work. They are developing good personal, social and emotional skills as they take part in role play sessions dressing up on a daily basis. Girls and boys happily play together pretending to cook for and feed their babies. They are developing good language skills as they talk to each other about the care of their babies. Children are provided with ample opportunities to develop their independence skills as they choose their own play materials and play for as long as they like. However, the organisation of some creative play does not always give children an opportunity to practise their independence as staff spoon out icing sugar and pour the water when children are making icing for their biscuits. This means children miss an opportunity to use simple mathematical skills to measure out quantities in the icing activity. Staff talk to the children about what celebrations are coming up and there is an abundance of discussion and meaningful conversation to promote their learning. Staff use effective methods to promote children's thinking, vocabulary and understanding.

Children are well behaved, they receive praise and encouragement throughout the day. Children are constantly involved in activities in which they are praised for their achievements.

The premises are strategically organised to ensure children can easily access play materials and books from low-level storage units. They have appropriate opportunities to develop their physical skills during their special indoor play sessions. The environment is effectively monitored to ensure children are not subjected to unnecessary potential hazards. Children are able to exercise and develop their large muscles as well as rest comfortably and develop their fine motor skills. Children have sufficient times to rest while listening to stories.

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

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| 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

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| 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

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| 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 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

Since the last inspection there have been no complaints made to Ofsted.

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.