

Beis Yaakov Creche

Inspection report for early years provision

Unique reference number 137764
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Inspector Katie Dempster

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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

Beis Yaakov Creche was registered in 2000. It is managed by Beis Yaakov Primary School Parents Committee. The setting offers a service to parents working at the Primary School. It has the use of one room. All children share access to a secure enclosed outdoor play area. A maximum of nine children may attend the setting at any one time. The setting opens five days per week during school term time. Sessions are from 08:00 to 16:15 Monday to Thursday and from 08:00 to 15:30 on Friday.

There are currently nine children from one year old to under year years old on roll. Children attend a variety of sessions. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting supports a number of children who speak English as an additional language. There are three staff members who work with the children. Two of the staff, including the manager, hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of care is good. Children are provided with a happy, welcoming environment where they are valued as individuals and well cared for. They are provided with a range of resources and activities which interest and challenge them. Consequently, they make good progress towards the early learning goals. The setting has systems in place to observe and assess children in order to monitor and further develop their learning and progress. However, further links to the areas of learning need to be developed in order for children's progress to be effectively planned for. Procedures for self-evaluation are in place and the setting is committed to delivering the Early Years Foundation Stage. Partnership with the local school and parents is well established.

What steps need to be taken to improve provision further?

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

- develop implementation of the Early Years Foundation Stage to ensure systems of observation and planning closely link to the areas of learning
- increase opportunities for children to engage in activities which helps develop an interest in technology and other communication systems

The leadership and management of the early years provision

Documentation which is required for the safe and efficient management of the setting is well organised and successfully used to promote all aspects of children's health and safety, as well as an inclusive environment. Staff provide a child-friendly environment where space, resources and equipment are effectively deployed to promote learning and allow children to choose for themselves with

safety and independence. Staff carry out daily checks on the areas used by the children and a formal risk assessment is conducted by the school each year, which the setting is included in. Staff are aware of their role and responsibilities and have a secure knowledge and understanding of the local safeguarding policies and procedures. Entry into the school building is carefully monitored to ensure no access to unauthorised persons. Consequently, children's safety and welfare is well maintained. Systems for self-evaluation are in place and the staff team use various methods to identify areas for improvement. Furthermore, recommendations from the last inspection have been actioned and have improved children's health and safety and the service provided as a whole.

Policies and procedures used to underpin the running of the provision are clear, easily understood and available for parents to refer to. The setting has established good working links with parents and teachers within the school. For example, staff have access to the planning used by the teaching staff in the school nursery which can be used to further promote children's learning and development. This promotes consistency and continuity in the play and learning opportunities offered to children. Staff are committed to providing a fully inclusive service, extending to all that use it. For example, staff have put in place a feeding chair; a comfortable area for mothers to sit and breastfeed their children, they are made to feel welcome and staff work around children's and parents' individual routine.

The quality and standards of the early years provision

Children are happy and content. They are well supported in their learning as staff interact effectively and are skilled in offering children challenges. For example, staff strategically place toys to encourage crawling babies to reach out for them. Children are provided with interesting activities which are both exciting as well as creating wider learning experiences for the children. For example, visits from vets and the pet zoo. Children enjoy joining in reading books with staff; they sit listening eagerly and become excited about the storyline. This helps children develop an early interest in reading and literature. Planning is flexible and includes activities linked to specific topics and themes. Staff set resources out attractively encouraging children to make choices. Furthermore, there is an equal balance of adult-led and freely chosen activities which help children to make decisions regarding their own learning. Staff observe children through focussed activities and during spontaneous play; the information is then used to inform future planning. Children's progress is recorded and staff keep individual development checklists for each child. Although children are making good progress in their learning, the current system for observation, assessment and planning does not clearly link to the Early Years Foundation Stage areas of learning, meaning children's next steps cannot be accurately identified or effectively planned for.

Children are learning to behave in ways which are safe for themselves and others. Older children learn to handle knives safely whilst cutting up fruit and vegetables, under close supervision of staff. They enjoy participating in activities linked to weekly themes which help them learn about keeping healthy. For example, during fruit week, children make collages and drawings of different fruits. Children are well behaved and enjoy the attention from staff.

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 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.