

LJS Nursery School

Inspection report for early years provision

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Inspector Siobhan O'Callaghan

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

LJS Nursery School opened in 2005. It operates from four base rooms within the Liberal Jewish Synagogue, and also has access to further rooms within the provision to accommodate extra-curricular activities, such as physical tumble tots, music and yoga sessions. As some rooms are above and below ground level, there are lifts to accommodate users with mobility difficulties. The Synagogue is situated in St Johns Wood, London. The nursery has access to a secure outside play area. The nursery is open each weekday from 09:15 to 12:15 for the youngest group of children. Older children stay on until 14:30. The provision is term-time only. Children come from the local and surrounding area.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare register to care for a maximum of 52 children from two to under five years at any one time. There are currently 47 children on roll, aged from two years to under six years. The nursery currently supports a number of children with English as an additional language and children with special educational needs and/or disabilities. The nursery is not in receipt of early education funding for three and four year olds. There are 12 members of permanent staff working with the children, and the setting welcome students who work under staff supervision. The manager holds a level four qualification, there is also a qualified teacher working with children in the reception class. The majority of staff are qualified to level three and above with one member of staff working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

LJS Nursery School provides a welcoming and inclusive environment for children. The provision respects the uniqueness of each child which is demonstrated within their excellent partnerships with parents and outside professionals to promote positive outcomes for children. Consequently, all children make good progress towards the early learning goals given their starting points. Staff organise the provision effectively, promoting children's welfare and learning through competent systems and procedures. The provision maintains the capacity to continually improve, which is evidenced within their ability to reflect on their practice and to instigate clear targets for improvement.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems to continually assess all aspects of the provision including encompassing the views of children to bring about improvement.

The effectiveness of leadership and management of the early years provision

The nursery has in place a broad range of good quality records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage (EYFS). The nursery environment is secure, safe and comfortable for children. Staff conduct thorough risk assessments of all areas of the premises, and the resources that are accessed by children to minimise potential hazards. There are clear and up-to-date procedures regarding safeguarding of children. All staff receive training within child protection to support them in dealing appropriately with concerns. The manager implements competent recruitment and vetting systems to ensure that all staff have the required qualifications and experience to work with children. The provision operates a high adult to child ratio which in turn promotes good support and attention for children.

The nursery team demonstrate a commitment to implementing improvement. The whole staff team is involved in regular training events which are scheduled into their five planned inset days over the year. Staff are encouraged to pursue courses put on through the local authority to widen their knowledge and experience within all areas of the EYFS. The manager consistently monitors practice within the setting, as she observes the quality of teaching and provides helpful and positive feedback to staff, which in turn, supports the development and progress of all children within the provision. Regular staff meetings provide opportunities for reflection on practice as well as looking at ways to develop the environment, resources and aspects of planning. An example of reflective practice has involved staff requesting specific training to support them in improving challenges for boys within the setting. The manager has now enrolled key staff onto specialist training within this area. Parents' views and comments are fully valued, for example, their suggestion to establish a small reception class for the older children has led to the implementation of this provision. As yet the provision has not fully explored how to engage children within their self-evaluation processes to ensure that they too have their voices heard.

The staff team is effectively deployed throughout the provision. Children receive ample support and attention as staff are skilful in following their interests and choices of play. Children are happy and engaged as they interact confidently with their peers, and enthusiastically help themselves to a good range of quality resources. Classrooms are well organised, giving due emphasis to all areas of learning. This enables children to explore a wide range of experiences, which in turn, promotes their development of skills. Effective planning of the outside play area ensures that all children have equal access to explore and play within the garden. The nursery is intending to improve access to the garden by providing a covered play area so that children can go outside in all weathers. Children enjoy a balanced routine as they are offered ample opportunities to participate in self-initiated play alongside adult-led activities. Within the reception class, children enjoy learning through many practical adult-led activities as well as through opportunities for them to explore their own interests.

The nursery manager and her team have an excellent approach to promoting

equality and diversity within the provision. Children with additional needs are fully supported and included, as staff work closely with their parents and outside professionals to ensure children receive appropriate challenges. Discussions with parents confirm that they are very happy with the support they have received. Parents comments include: 'The nursery cannot do enough to support us they are just amazing and I am so happy. All the agencies involved with my child work together, the occupational therapist comes into the nursery, and therefore supports our child in a secure and familiar environment. They have even adapted the building to accommodate her physical needs.' Parents are provided with comprehensive information about the nursery and its ethos. They are welcomed into the setting and are encouraged to be involved in many ways. For example, before their children attend the nursery, a home visit is conducted by the manager and a class teacher to discuss all aspects of the children's individual care and learning. This information is then utilised to promote a smooth transition from home to nursery. There are also well established links with local schools that older move onto. Therefore, the provision demonstrates a strong commitment to promoting the integration of care and education for all children in their setting.

The quality and standards of the early years provision and outcomes for children

The staff team demonstrates a confident knowledge and understanding of the Early Years Foundation Stage framework. They plan a broad range of interesting activities and experiences for children, which in turn, support them to make good progress towards the early learning goals. Activities are sensitively tailored to the needs and abilities of individuals with appropriate strategies in place to provide additional support where appropriate. Children's progress is mapped through regular observations of their achievement, this information is then successfully utilised to inform the planning for their next steps in learning. Children develop personal independence and make choices confidently within their environments. They have ample opportunities to learn about their natural world as they participate in gardening activities. Children are delighted to show off their chilli peppers that they have grown from seed. Another group of children enjoy exploring wildlife as they observe insects with the help of magnifying glasses in their classrooms.

Children benefit from a well resourced learning environment both indoors and outdoors. The staff team enthusiastically brings the classroom learning environment outside as children enjoy mark-making and reading in the garden, as well as the challenges of riding bikes, scooters and climbing pursuits. Children are busy and engaged as they take the lead in their play. Younger children engage purposefully within imaginative role-play scenarios, they are keen to involve adults. The staff team responds quickly to children's requests for them to participate. They sensitively support children and enhance their learning experiences, as they accept cups of tea and chat to them about their experiences. All children enjoy exploring creative pursuits as they paint freely and choose to play with the many natural materials, such as sand, water and dough. Older children are encouraged to participate in table-top games where the emphasis is on developing aspects of numbers and problem solving. Children rise to these challenges which are

presented in a fun and enjoyable way. Staff make good use of planned group activities to reinforce and extend children's learning in communication, language and literacy. For example, older children are keen to demonstrate their knowledge of letter sounds, as they eagerly choose items from a box and then sound out the initial letter that the item begins with.

Children are cared for in a welcoming environment where it is evident that they feel secure and safe. They confidently approach adults for a reassuring cuddle or to ask for support. Children's well-being is prioritised by staff who ensure that they are kept safe and healthy whilst in their care. They are encouraged to think about keeping safe as staff discuss the importance of moving around the building responsibly and ensuring that children are aware of their boundaries within the synagogue. Staff promote positive role models to children as they support them to resolve disputes and to work cooperatively. It is evident that children are learning to respect each other as they begin to understand and value their differences. The provision embraces other cultures which are reflected within their ethos and admissions criteria, as well as within the activities and experiences they organise to teach children about all cultures and religions. Children are developing positive hygiene practices which are instilled in their daily routines along with the emphasis on promoting healthy diets. They are mastering good physical skills, as they participate in many challenging activities whilst having lots of fun. They are responsive in yoga sessions where they learn how it is also important to rest their bodies as well as being active and flexible. Overall, children are developing many important learning and development skills which help to set secure foundations for their future learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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