

# Brondesbury Park Synagogue Nursery

Inspection report for early years provision

---

**Unique reference number**

EY396096

**Inspection date**

24/11/2009

**Inspector**

Audrey Opal Ufot

**Setting address**

Brondesbury Park Synagogue, 143-145 Brondesbury Park,  
LONDON, NW2 5JL

**Telephone number**

02084510044

**Email**

nursery@bpark.org

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## **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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Brondesbury Park Nursery is run by the Brondesbury Park Synagogue who are affiliated to the United Synagogue. It was registered in 2009 and operates from the first floor of the Synagogue in Willesden in the London Borough of Brent. Children have access to three rooms. Access to the premises is via a flight of stairs. There is a secure enclosed outdoor area and children are taken regularly to a local park for further outdoor experiences.

The nursery is registered for a maximum of 32 children in the early years age range at any one time. There were 9 children on roll. The nursery is registered on the Early Years Register. The nursery is open each weekday from 09:30 to 12:30 term time only. The nursery is open to all children, but primarily caters for children in the Jewish community.

The nursery employs four members of staff. All staff hold early years qualifications. The nursery receives support from the local early years advisory team and is a member of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a caring and safe environment where children are settled and happy. Children's individual needs are met by caring staff who work well together. Children are making satisfactory progress in their learning and development. Staff have a developing understanding of the Early Years Foundation Stage requirements. The manager recognises the importance of self-evaluation and is in the developing stage of identifying key strengths to ensure continuous improvements is maintained for the benefit of the children.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all Criminal Bureau Record details is available for inspection (Safeguarding and welfare) 30/11/2009

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

- ensure all children are supported in their progress towards the early learning goals in all areas of learning by making systematic observations and assessments and using these to plan for each child's learning and development.
- ensure the information gathered from home visits and parents regarding their child's capability and interest regarding their starting points, is effectively

- used to ensure children are move on in their learning.
- develop a system of self-evaluation to continually monitor the provision and identify targets for improvement.
- further develop the key person system to ensure parents are fully involved and informed about the process in which their child play and learn in accordance with the Early Years Foundation Stage learning and developmental goals.

## **The effectiveness of leadership and management of the early years provision**

Children's well-being is promoted because the required steps are taken to safeguard and promote children's welfare. Staff have a secure knowledge in this area ensuring children are kept safe at all times. Children are supervised well because staff are effectively deployed to prevent any hazards. Written risk assessments are in place, however, not all Criminal Bureau Records details were available for inspection. Children have many opportunities to play with a range of resources because the nursery promotes an inclusive service. Children are learning to respect their own cultures and religious beliefs and those of others through the celebration of Jewish festivals. Languages spoken by the children are well supported by bilingual staff that promote and value children's home language. There are systems in place to work with other professionals to meet children's specific needs when this becomes necessary.

The nursery has begun to evaluate their practice to identify key strengths to ensure continuous improvement. The manager demonstrates a real commitment and is aware of the areas for improvement. She intends to fully involve and inform parents about the Early Years Foundation Stage learning and developmental requirements. Using this to inform parents about how the nursery use the early learning goals in developing their child's learning. Also staff are scheduled to attend further training in the EYFS learning and developmental requirements in particular how to effectively implement observation, assessment and planning.

Children talk with staff about healthy foods as they help prepare for a snack. During this time children enjoy eating a range of fresh fruits and vegetables such as grapes, carrots and cucumber which are their favourite. They have many opportunities to develop their physical skills outdoors through regular trips to the local park where they play on a range apparatus to develop their large motor skills. There are clear plans in place to develop a safe outdoor space for children.

The nursery works in partnership with parents and other professionals. Parents are supportive and say that their children enjoy attending the nursery. The key person system in place is in the developing stage; as a result, the information gathered from home visits and from parents about their child's capability and interest at their starting point, is not effectively used to ensure children are able to move on in their learning. The nursery receives support from the local early year's advisor to support them to improve the provision for children's care and learning. Plans are in the process to make links with local primary schools.

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

Children are making satisfactory progress in their learning and development and have access to a range of resources and activities. The environment is suitably organised with defined areas created for play allowing children opportunities to choose which activities to take part in. Children are happy as they confidently play with their peers. They are supported in their learning as staff sit with them and engage in conversations. However, observational assessments and the recordings of this are not used effectively to inform planning to support the progress for individual children's learning.

Children enjoy creative activities; they stick with a variety of materials such as colourful shiny papers and draw with crayons. Children have many opportunities to investigate objects and materials at the nature table. For example, staff take children to the local park on nature walks where they collect leaves. Staff extend this as they and children search the internet and find out about different trees and the names of the leaves they grow. In other situations staff talk with children about the weather and ask them to name the types of clothes they wear when it is raining. Children say 'they put on their coats and Wellington boots when it is raining'.

Children are introduced to the concept of addition and subtraction within everyday activities. For example, at registration time staff engage children to help count how many children are present. Children with delight count with staff from one to nine. Children listen to stories and participate with enjoyment as they sing along to a 'Bear rhyme song' which encourages them to practice good hygiene. Children develop skills for the future as they find out how things work using tools. They access a computer and create designs using the painting programme. All children use their imagination as they dress-up as fairies, police man and in a lion outfit. They enjoy acting out these characters as they make 'Gurrring' sounds.

An inclusive and welcoming service is provided by the setting. Children behave well. They are learning how to form positive relationships with their peers through the support staff gives. Children are praised for their efforts and achievements, which supports their self-esteem. Staff speak English and say words and pauses' Jewish language with the children at circle and snack times to extend all the children's vocabulary in their home language. They say words such as 'Mezuzah' as they point to the door. During the course of the day children learn about how to keep healthy and safe. For example, wet wipes are designated in an area of the room; children know to help themselves and wipe their hands before eating.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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](http://www.ofsted.gov.uk)

