

Yeladenu Pre-School

Inspection report for early years provision

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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*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Yeladenu Pre-School registered in 2004. It operates from a Synagogue in Muswell Hill in the London Borough of Haringey. Children have the use of one large room and two smaller interconnected rooms on the first floor. Access to the first floor rooms is via an internal staircase. Children also have access to an outdoor play area at the rear of the building. The pre-school is open every weekday during term time, from 9.15 am until 12.15 pm, except for Wednesdays when it is open from 9.15 am until 2.30 pm. The pre-school closes for Jewish holidays.

The pre-school is registered on the Early Years Register to care for a maximum of 32 children in the early years age group at any one time. Currently there are 26 children on roll. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. A total of seven staff are employed to work with the children. All staff, including the managers, hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a welcoming play environment for children where they feel valued and enjoy a real sense of belonging. A key strength of the pre-school is its effective use of partnerships and systems to promote and extend children's learning. Staff liaise closely with parents regarding their children's care needs to ensure that individual needs are met effectively. Staff continually reflect on their practice, noting areas for future development so that children may continue to receive high quality care and education.

What steps need to be taken to improve provision further?

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

- provide more frequent access to outdoor play in order to promote children's health and well-being more effectively
- make more effective use of the available space and resources to allow children access to a wider variety of learning experiences during free-choice play
- ensure that information concerning child protection procedures is readily available to all adults.

The effectiveness of leadership and management of the early years provision

The setting is led and managed efficiently and the associated documentation provides a very good framework for staff's practice. There are good procedures in place to ensure that children are safeguarded while at pre-school. Annual risk

assessments and daily safety checks are carried out in order to minimise potential risks to children. Outings are risk assessed in detail so that children keep safe when taking part. Staff are well qualified in first aid and, when necessary, work closely with other professionals to cater for children's medical needs. The manager ensures that all staff know what to do if they have any concerns relating to child protection, although information about the setting's child protection procedures is not always readily available to adults who are new to the setting.

Staff are committed to attending training events in order to increase their knowledge and understanding of the Early Years Foundation Stage. They are appraised regularly and have recently begun to take part in peer observations, resulting in better teamwork. Since the previous inspection staff have focused particularly on supporting children's development in problem solving and numeracy. The management team has produced an excellent written self-evaluation of the overall provision, showing its many strengths and also areas requiring further improvement. Good progress has been made in developing certain aspects of the provision. For example, activity plans are now evaluated more effectively, the range of resources for science and technology has been extended and outings in the local area are included in the curriculum. The manager is keen to continue improving the outcomes for children, for example, by finding a way to improve children's access to outdoor play.

Staff are attentive to individual children and promote an inclusive setting. They set out a variety of activities each day to stimulate children's interest and encourage them to explore. However, staff do not make the most of the available space or resources to provide an enabling environment that offers a wide choice of activities, easily accessible to children of differing ages and abilities. The outdoor play area is well-equipped and offers an exciting play environment for children, although the outdoor sessions are often quite brief and limited to the latter part of the session. Children have an increasing awareness of different cultures and religions. They learn about the Jewish festivals throughout the year and, in addition, find out about other celebrations, such as the Chinese and Iranian New Years or Divali. In this way children learn to respect the needs of others and make a positive contribution to their own and other communities.

The pre-school has an excellent working partnership with parents and carers. Staff support children in their learning and development by liaising closely with other professionals and early years providers. Parents receive detailed information about the setting and are encouraged to be involved with their children's learning when talking with keyworkers and sharing children's learning journals. They often contribute to children's education by sharing an experience or skill and by extending children's learning at home. The pre-school's weekly newsletters are particularly useful in telling parents about each week's activities and the ensuing learning opportunities for children. Staff engage with other professionals to create individual learning plans for children with special educational needs. They have close links with pre-schools and primary schools in the area and this contributes to children receiving very good support at times of transition. All parents are extremely pleased with the care and education offered to their children.

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

Children make significant progress in their learning and development because staff use a comprehensive system of observational assessment to move children on effectively in their learning. Staff record numerous observations on children and use these to determine their next steps in learning. They focus on particular children each week, highlighting the written planning sheets to ensure that children's individual learning needs are met through the planned activities. Children's overall development is monitored by charting their progress towards the early learning goals. In this way staff are able to support and extend children's learning, particularly in the key areas of literacy and numeracy. Children gain confidence in using language in different ways, for example, suggesting rhyming sounds, comparing shapes or working out simple calculations. Staff also create attractive 'special books' for children, using annotated photographs to show children's participation and development over time.

Staff use planned group times effectively to extend children's learning in each of the learning areas. They ask questions that encourage children to think and to respond either through words or actions. For instance, children learn how to make different sounds with their hands and musical instruments, and then have great fun moving to music. Children enjoy sharing books and listening to stories, joining in with familiar phrases. Staff interact with children during their free-choice play to engage them in conversation and offer support. They encourage children to explore and become active learners. Children are keen to take part in activities and enjoy playing with other children, for example, when investigating a collection of hats in role play. However, the range of activities is sometimes limited, resulting in fewer opportunities for children to explore, for example, to be creative and imaginative, or to use a computer. This impacts on children's ability to make independent choices and follow up their own interests.

Children are aware of their boundaries within the setting and are extremely well behaved. They respond positively to staff's instructions, sharing fairly and taking turns. They feel safe in the setting as staff supervise them closely and follow appropriate safety procedures. Children are encouraged to talk about ways to keep themselves safe in different situations. Children's health is promoted well through opportunities to learn about healthy eating at snack times, when they enjoy a wide choice of fresh fruit, and in cooking activities. However, the limited access to outdoor play activities impacts on children's well-being, resulting in children often becoming listless and inattentive during the morning. When given the opportunity to go out they are enlivened, engaging in interesting play activities and enjoying the freedom to move around, running, jumping, climbing and balancing in the fresh air. Children benefit from outings in the community, for example, a visit to a faith plant centre or a walk to watch workmen repairing potholes. They learn about living things when observing animals and planting seeds, thereby gaining a respect for nature.

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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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	1

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