

EAYC Nursery

Inspection report for early years provision

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Inspector

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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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Description of the setting

Edgware Adath Yisroel Congregational Nursery (EAYC) had been established at a nearby site for nine years. They re-registered at this address in 2009. The setting is managed by governors from the Synagogue. The setting provides a service to the local Jewish community. The nursery has sole use of a large hall, cloakrooms and kitchen facilities whilst operating. There is a secure area for outside play. The setting is fully accessible with ramp access throughout.

The nursery is registered on the Early Years Register. A maximum of 48 children may attend at any one time. There are currently 35 children aged between two and five years on roll. The setting operates from 8.45am to 12.45pm each weekday during term times only. There is an option for children over three years to attend afternoon sessions until 3pm. The nursery makes provision for children with special educational needs and/or disabilities and who speak English as an additional language.

There are eight members of staff working with the children. There are two managers who job share through the week who have degrees and hold Qualified Teacher Status. Two staff also have degrees, two have Early Years Qualifications to National Vocational (NVQ) Level 3, one is working towards NVQ Level 3. The setting is also receives support from the local authority and is a member of the Pre-school Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery staff have a very good understanding of each of the children's individual needs, as a result they are very effective in promoting the children's welfare, learning and development. Staff are well qualified, they have an extensive knowledge of how children develop and learn. Children are safe and secure and cared for in a welcoming, stimulating environment. Effective partnerships with parents enhances the children's learning and development to ensure all children have a good level of support. The staff and management team have established effective documents and an evaluation process to review their practice and identify areas for future development and to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the use of outdoor areas to give opportunities for children to explore and investigate the natural world
- develop further links with other providers who deliver the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is strongly promoted through good practice and effective policies and procedures. Children are safeguarded as all adults on site have Criminal Records Bureau checks. Staff have attended recent training and work with the local authority Safeguarding Team Common Assessment Framework to ensure any concerns are dealt with appropriately. The selection and vetting of staff and volunteers is rigorously conducted to ensure that those recruited are suitable to work with children. The general security of the site is good, parents share the responsibility of monitoring the entrance during arrival and departure times. The well-qualified staff team have a wealth of knowledge and experiences in promoting the Early Years Foundation Stage. Children's health and well-being is of high importance. Staff are vigilant with regards to health and hygiene procedures. A healthy lifestyle is promoted with fruit at snack times and advice given to parents with regards providing healthy packed lunches. Children have access to their own water beakers throughout the day. Very effective procedures are in place for nappy changing times.

The nursery hall is well laid out enabling children to make independent choices about their play. The premises, toys and equipment are of very good quality, clean and well maintained. Children are well supported by staff who are effectively deployed, they take full responsibility for their key children as well as nursery routines, activities and planning.

Children benefit from the strong partnership with parents who are valued and welcomed into the setting to share experiences and for festivals and events. The 'all about me' form that is completed by parents as the children start at the nursery is invaluable in ensuring individual needs are identified and met. Parents are consistently involved in their children's learning. When focused observations are completed parents are invited in to the nursery to discuss their progress and achievements.

A comprehensive prospectus outlines the aims of the setting and general routines. The weekly newsletter that may be emailed to parents keeps them updated on events, festivals and routine changes. The nursery has established links with learning support and developmental teams to ensure children's individual needs are identified and professional support is provided within the setting. However, links with local support services for parents, nurseries and schools that the children will go onto are not so well established. This has an impact on the continuity and care of the children as they move onto new settings and their progress through the Early Years Foundation Stage.

The staff team and management committee are very active in reviewing and evaluating their documents, policies and practice and the service they provide. The setting uses the Barnet Early Years evaluation process. Training and regular staff meetings ensure the setting monitors and works towards an inclusive setting and continuous improvements.

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

Children soon settle, they feel safe and have confidence in their carers. Staff are attentive, they work and play with the children in order to promote their personal and social skill appropriate to their ages and stages of development. Children make good progress; they are beginning to understand boundaries in relation to their own behaviour and the needs of others, especially the younger children. A strong sense of belonging and good social interaction is fully promoted within the setting. Staff sing instructions to the children as they ask them to help to tidy up and get ready for lunch. Taking turns and sharing experiences is promoted during the 'telling time'. Children show great delight in sharing their toys and experiences with the larger group. They are exceptionally well supported by staff who give praise and ask the children appropriate questions to extend on their shared experiences and to promote the children's sense of self-esteem. The regular 'Mitzvah' sessions gives children opportunities to share written messages of praise and thanks from their families with their peer group. 'Tzedokoh' is taken every day, children put coins into the money boxes at large group time. Children are beginning to understand that some children are not as fortunate as they are with their homes, friends and families and the money goes to help others.

A balance of child-led and adult-initiated play is well managed and organised by all the staff. The routines and resources give children the opportunity to explore, investigate and solve problems by themselves and in key groups. The designated areas for the different learning outcomes works well, children use the areas effectively. Children play well together, they co-operate and resolve problems themselves. They are curious and inquisitive learners developing good skills that will enable them to be secure in their future learning. The basis of the planning is to promote free play with easily accessible resources and toys stored at low level around the setting. Children are divided into key age groups for some of the session. They have opportunities to play both inside and outside in these age related groups. This enables staff to promote and plan activities that are age appropriate. The older children enjoyed playing with small bricks to build and experiment with, staff prompt discussion about the shapes, how many, the sizes and how they can fit together to extend the children's maths and reasoning skills.

The planning for learning and activities are mainly based on the many Jewish festivals throughout the year. Children's 'all about me' folders, observations and scrap books show the wide range of experiences that the children are involved in and shows how staff plan for next steps and how children progress. Each festival is planned for and includes cooking, craft projects, songs, prayers and blessings. At 'Purim' the children make masks, brightly coloured and glittered picture frames and puppets. They enjoyed the story and dressing up that represented the ancient story so important to their faith.

World Book Week provided opportunities for children to share their favourite books from home. Stories and book time is woven through the session. The regular visits to the library supports the children's understanding of the importance of books as do the donations of books made by families to the nursery library in recognition of

children's birthdays. Mark-making resources, magnetic letters and the use of laminated name labels promote the children's early letter recognition and reading skills. With both a home corner and imaginative play area with dressing up and workshop and tool bench, children are able to create imaginative play scenarios without disturbing the children who enjoy the quiet of the home setting. Cameras, phones, tills and programmable toys develop children's understanding of how things work. Children enjoyed the 'den' that was created by staff. This was used with great delight by both the age groups who clearly enjoyed taking books and favourite toys into the enclosed area. Children use their imagination to act out experiences and make sense of the world. Regular outings to the library and local shops extend children's knowledge of the wider world and their own community. The nursery also arranges for parents and 'people who help us' to come and share their experiences with the children.

Children have opportunities to play outside planned for each day. The setting is not able to provide free flow to the outside area. Activities are arranged for the different age groups to ensure the children have space, age-appropriate activities and are able to develop their physical skills with children who have the similar abilities. The area is well-managed with staff being involved in all aspects of the children's play. Mark-making materials are always available; puzzles and construction are also planned for. There is a good range of resources set out which promote children's physical development. However, the outside area does not provide an interesting or exciting learning environment for the children to explore and investigate the natural world. Their understanding of how things grow, the opportunity to use tools for digging, to use the garden areas to find out about mini beasts is not fully promoted.

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	2
The effectiveness of partnerships	3
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	1
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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