



Finchley Yochien

Inspection report for early years provision

Unique Reference Number	EY303773
Inspection date	21 March 2006
Inspector	Maggie Thorp

Setting Address	Golders Green Yochien, 6 Hendon Avenue, London, N3 1UE
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Telephone number	020 8343 2191
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E-mail

Registered person	Golders Hill School Ltd.
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Type of inspection	Childcare
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Type of care	Full day care
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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Finchley Yochien provides care and education for a group of 2 to 3 year olds at Maeda Gakuen: Finchley Yochien, 1 of 4 independent schools for 2 to 7 year olds. It is run by Golders Hill School Ltd. operating under the trading name of Maeda Gakuen and part of the Maeda Gakuen Group.

This school opened in 1992 and the group for 2 to 3 year olds was registered by Ofsted in 2005. The group operates from 2 inter connected ground floor rooms in a large detached house in which the rest of the school is accommodated. It is situated

in a quiet residential area of Finchley Central. All children share access to enclosed gardens and the school hall.

A maximum of 22 children aged 2 and 3 years may attend this group at any one time and currently there are 22 children on roll. It is open each weekday from 09:00 to 14:45 term time only. Another company Eikoku Maeda Gakuen Ltd. [part of the same group] run this provision in the school holidays.

Most of the children attending come from expatriate Japanese families and will be returning to Japan to continue their education. Japanese is the main language used at the nursery and children are learning to speak English as an additional language. The nursery supports some children with special educational needs.

The nursery has five staff and is managed by the head teacher of the whole school. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean, hygienic environment because good cleaning routines are in place. Floors, surfaces, and bathrooms are cleaned daily and toys and equipment are thoroughly cleaned once a month. Children's well being if they are hurt or unwell is well provided for. Staff trained in first aid are at hand if children have an accident and good care is taken of sick children until a parent can collect the child. Children are helped to stay healthy by the regular newsletter displayed for parents with tips about guarding children's health and by the information provided about common infectious diseases.

Children are learning to keep themselves healthy and they manage simple hygiene routines independently very well. Hand washing is a very enjoyable and social time. Staff teach children how to thoroughly lather their hands, rinse and dry them. Children competently wash their own cups up after their snack and rinse their mouths out by gargling after playing outdoors.

Children are well nourished and safeguards are in place to ensure children with special diets receive the appropriate food. Mealtimes are calm and enjoyable for children. The food offered is nutritious for example, rice balls, chicken and vegetables, and all cooked from fresh ingredients. Children have fresh fruit for dessert. Children eat well and chat together during lunch and staff are at hand to support them when needed.

Children have lots of opportunity for exercise and to develop their physical skills through lively play indoors and outside. Indoors they enjoy crawling in and out of a tunnel, and singing and dancing to music. In the garden children confidently climb on the climbing frame, balance on the tyre and log walkway, and jump on and off levelled tree stumps. Some children play hide and seek behind trees or play chasing games. Because all the children have boots to change into they can enjoy outdoor

play in most types of weather.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children play in rooms which are sufficiently spacious, warm and well lit. Their playroom has a divider so can be sectioned off for different types of activity. They eat and rest in comfort because the size and suitability of the furniture for children's use is appropriate for the children that attend. For example, at rest times each child snuggles down on their little mattress which is already set out for sleepy children when they finish lunch.

However, children are not sufficiently protected by the steps taken to ensure the environment is safe. Risk assessment and the daily checks carried out are not fully effective. Steps to make hazards inaccessible to children and prevent children reaching cleaning materials are not effective. The security of premises for children is adequate as staff are on duty at the front door at arrival and collection times to ensure children do not leave unaccompanied. In addition a careful note is made if a parent says that anyone different will be collecting a child. However, accurate records are not kept of visitors to the school. Fire safety is adequate and children practice how to evacuate the building safely in an emergency.

Children's well being is not safeguarded in regard to child protection. Those responsible for ensuring appropriate child protection procedures are followed have an insecure knowledge and understanding of this. Moreover, the method of ensuring knowledge and understanding about these procedures is disseminated to all staff is not effective.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy a good balance of quiet and lively play. They listen well at news and story telling times and participate with enthusiasm in the lively action song sessions. Children show great interest in some adult led activities. The children follow individual maps staff make for them, to enable them to learn about and explore a new classroom and the upstairs area that they are about to move to.

Children's choice of play materials are rather limited sometimes. Some play materials are set out on low shelving and children freely choose from these and from the book shelf. However, the choices are limited to just a few playthings. Children enjoy playing with a tea set and drawing but their creativity and imagination is not fully encouraged by the limited range and accessibility of art and pretend play resources. One type of art activity is provided for a short time each day and there is not a range of dressing up clothes, a home corner set out or a wide selection of small world toys such as play people and animals. Water play is restricted to summer time and sand play is only sometimes available in the garden.

Children's communication skills and confidence is encouraged by the warmth and encouragement of the staff. They maintain a good balance of observer, playmate and facilitator - sometimes making notes on children's skills, often playing with children, and sometimes teaching children new skills, for example how to draw a square, or use a construction toy. Children are relaxed and happy as staff obviously enjoy the children's company.

Helping children make a positive contribution

The provision is good.

Children are very confident and secure in their relationships with staff and each other. They have a strong sense of belonging, helped by such things as each child having their own space to store their personal belongings and being able to access these easily. Staff see each child as an individual and they know about and allow for children's particular interests. Examples of this are a child who is very fond of looking at books is allowed to bring a book to the action song time, another, proud of his new blazer, is able to keep it on as long as he wants to. Children are very independent, this is because staff do not over help them. Quite young children put on their own shoes and socks, and put pictures they have drawn in their bags to take home.

Children are very calm well behaved and co-operative. They enjoy helping staff and each other. When a certain tune is played on the piano all the children work together to tidy the classroom. Children queue to wash their cups without getting impatient. The well written behaviour policy is put into good effect. They rarely get upset with each other and when this does happen quiet guidance from staff helps children make friends with those they have upset.

Children have learnt to value their own culture and each other very effectively through the staff's warm interaction with them and the activities and books they use. The school's equal opportunity policy is very comprehensive and describes using resources and activities to reflect the diversity of society positively for children. However, this is not being implemented effectively as few resources reflect diversity to help children find out about and value those different from themselves.

Children with special educational needs receive very good support and make good progress. They are included in all the activities and routines of the day. One to one support is provided for children who need this and staff make resources and organise specific activities to help children practice and develop particular skills. Other children are invited to join in so a child receiving special help does not feel different from other children. Staff working with children with special needs record their progress and meet with parents and other agencies to ensure everyone is working together and that each child is able to progress.

Children benefit from the open, friendly relationship between staff and parents and how involved parents are able to be in the school. Information for parents is good and they are kept up to date by regular newsletters. Every Friday show and tell sessions are organised. Children show what they've been doing and sing new songs they have learnt to parents. Parents attend regular teacher conferences where they learn about their child's progress.

Organisation

The organisation is inadequate.

Children's well being is not protected adequately by the organisation of the setting. Management do not have adequate systems in place to ensure that staff working with children are fully checked. There is no system for ensuring Ofsted are informed of significant changes in the organisation.

Children's welfare and individual needs are well met by the group who have appropriate records in place to support their understanding of each child. Children benefit from the opportunities staff have to plan and discuss their work, but do not fully benefit from the support and advice provided by local authority advisory teachers.

Children do not enjoy the security provided by the group's ethos, policies and procedures as all staff do not have a clear understanding of some of these. There are weaknesses in the system for assessing safety and in implementing child protection and equal opportunities policies. Induction for new staff is not effective and lead staff are not well briefed about their responsibilities. The provider does not meet the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the

following actions:

- put in place an effective system for ensuring Ofsted is notified of significant changes
- ensure that there are effective procedures in place for checking that all staff are suitable to work with children
- implement rigorous risk assessment and take appropriate action to ensure children's safety at all times
- increase all staff's knowledge of child protection procedures

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk