



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 509166

DfES Number: 532669

### INSPECTION DETAILS

Inspection Date	22/09/2004
Inspector Name	Jennifer Devine

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	PINNER JEWISH KINDERGARTEN
Setting Address	1 Cecil Park Pinner Middlesex HA5 5HJ

### REGISTERED PROVIDER DETAILS

Name	The Committee of The committee of Pinner Jewish Kindergarten
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### ORGANISATION DETAILS

Name	The committee of Pinner Jewish Kindergarten
Address	(United Synagogue) 735 High Road North Finchley London N12 0US



## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Pinner Jewish Kindergarten opened in 2000. It is a registered charity, under the auspices of Pinner Synagogue and is run by a Governing Body. It offers places to children from Jewish families. It is based in the Henry Jackson Centre in Pinner. It has use of three rooms and a garden for outdoor play.

There are currently 15 children from 2 to 5 years on roll. This includes one funded three year old. There are currently no children attending with special needs or children with English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:45, Monday to Thursday and Friday until 12:15.

Five staff work with the children. All staff have early years qualifications to NVQ two or three. The setting receives support from an advisory teacher from Harrow Early Years Childcare Partnership.

### How good is the Day Care?

Pinner Jewish Kindergarten offers good care to children.

The kindergarten is well staffed with all the staff holding relevant childcare qualifications.

The kindergarten is well organised and staff are deployed effectively which enables them to work directly with the children. Staff have an understanding of the indicators of child abuse and the reporting procedures for child protection.

Staff have a thorough understanding of ensuring children's safety in the kindergarten and when outdoors. They have a good understanding of good hygiene practises within the kindergarten environment to prevent the spread of infection. Staff have a good understanding of providing a healthy and nutritious diet to children.



The staff team have a clear understanding of planning appropriate activities to encourage children's learning, ensuring each child's individual needs are met. They provide a stimulating and exciting environment to capture children's imagination and interest. The staff have consistent methods in place to deal with behaviour management.

The kindergarten has good relationships with parents. It is very welcoming and has good procedures in place to ensure parents receive regular verbal feedback. Regular formal meetings are held for parents to discuss their child's progress and share written developmental records. Appropriate systems are in place to record all required information.

#### **What has improved since the last inspection?**

Policies and procedures have been updated to ensure they include relevant information.

Activities are now well planned and take into account the needs of all children. Staff have attended child protection training. Appropriate recruitment procedures are now in place to ensure all staff have relevant checks. Two minor safety issues have been appropriately addressed.

#### **What is being done well?**

- The kindergarten is well organised and staff are deployed effectively to enable them to work directly with the children.
- Staff have a good understanding of planning appropriate activities. They provide a stimulating and exciting environment where children have good opportunities to explore and investigate.
- The staff have a positive approach to working with parents and keep them informed about their child's progress on a daily basis.

#### **What needs to be improved?**

- There were no areas identified for improvement but the manager expressed the need to continually develop facilities, such as the garden and book corner areas to ensure they remain interesting and inviting for children to learn.

#### **Outcome of the inspection**

Good



<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>



## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Pinner Jewish Kindergarten offers high quality nursery education where children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a thorough knowledge of the foundation stage and have a good understanding of the stepping stones and how children learn. A major strength of the teaching is the staff's ability to effectively interact with children's play to offer challenging questions to develop their thinking and vocabulary. Staff have a good understanding of assessing children's development and although curriculum planning has recently been reviewed and planning methods continue to be developed, a broad and balanced curriculum is offered.

There are no children with special needs or children with English as an additional language currently attending. However, appropriate procedures are in place to offer support.

Leadership and management is very good. The managers work directly with the children and provide a good role model to staff. They have a very good knowledge of the foundation stage and have worked hard with the team and advisory teacher to develop curriculum planning. There is a commitment to staff development and further training is encouraged. There are effective systems for evaluating teaching methods.

Partnership with parents is very good.

The setting is very welcoming and staff are approachable. Valuable information on children is gathered from parents before children start. Information about the setting and its provision for nursery education is accessible to parents. Parents receive regular newsletters to keep them well informed and a daily activity sheet is displayed on the notice board. Formal meetings are held regularly for parents to discuss their child's progress. Parents participate in Kabbalat Shabbat on a Friday and are invited to join in other celebrations.

### What is being done well?

- Staff have a good understanding of the early learning goals and provide a well resourced environment which encourages children to independently learn through practical play opportunities.
- Staff work closely with the children, providing good interaction to develop their thinking and widen their vocabulary.
- Children are confident and have developed secure relationships with each other and adults. They are interested and enthusiastic to learn.



What needs to be improved?
<ul style="list-style-type: none"> <li>• the continuing development of planning and evaluation methods.</li> </ul>

What has improved since the last inspection?
not applicable



## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work cooperatively together, sharing and taking turns. They have made good relationships with each other and adults. They are developing a sense of right and wrong. Good opportunities exist for children to begin to develop a secure understanding of their own needs and feelings and that of others. Children use their initiative and are becoming increasingly self sufficient in choosing activities for themselves. They are developing good levels of concentration.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers, they use a wide vocabulary, which is extended by adults. They interact well with each other and adults. They listen well and participate in group discussions. There are good opportunities to extend their imaginative thinking with role play. They have good opportunities to link sounds with letters. They are interested in books and are beginning to understand print carries meaning. They have good opportunities to attempt to write for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to use and recognise numbers through a range of practical activities, such as sand and water. There are good opportunities to begin to understand simple addition and subtraction such as when weighing ingredients for cooking. They are beginning to use mathematical language confidently such as big/small and use their knowledge to build and construct models or roadways. There are good opportunities to solve mathematical problems such as estimating, measuring and sorting.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities to be involved in exploratory and investigative play using a wide range of materials and they question why things happen and how things work. They have very good opportunities to find out about their environment and the natural world such as growing tomato plants. They learn about past and present events in their lives and are developing a sound knowledge of Judaism. Children use the computer with confidence, being able to follow simple programmes.



<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children move around confidently with increasing control and are beginning to show an awareness for space. They have good opportunities to use the outdoors for a variety of purposes and to experiment with a range of physical activities. They use tools and equipment with confidence and are developing good fine motor skills such as when cutting with scissors or using play doh implements. Children are developing a good understanding of the importance of staying healthy and eating healthy foods.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Many good opportunities exist for children to use their imagination and express themselves in art and design. They are developing a good knowledge of colour, texture and shape whilst painting, sticking or constructing. There are good resources available for exploring music and children respond and are able to sing a range of songs from memory. Well planned role play enable children to develop their imaginative thinking.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Point for consideration
- continue to regularly review and evaluate long and short term planning methods to ensure a broad and balanced curriculum is provided.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*



## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*



*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*