



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY222672

DfES Number: 532023

### INSPECTION DETAILS

Inspection Date 10/03/2004  
Inspector Name Deborah Wilkinson

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Pardes House  
Setting Address Hendon Lane  
London  
N3 1SA

### REGISTERED PROVIDER DETAILS

Name Pardes House

### ORGANISATION DETAILS

Name Pardes House  
Address .  
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## 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

Pardes House Kindergarten which is located in Finchley Central, shares a site with the school and serves the orthodox Jewish community.

The group is open from 09:00 each day until 15:45 Monday to Thursday and on Fridays until 12:15 and can cater for 46 children aged between 2 and 5 years. Currently the majority attending are aged 3 and over.

The group has its own self contained premises and is divided into three age related classes. The youngest is integrated catering for both boys & girls, the two older parallel classes are for boys only with the girls moving to the school in Colindale.

There is a staff team of seven who have experience of working with children but only two have a child care qualification.

The group receives regular support from an early years Advisory Teacher. The total number of children currently attending is 35. Of these 24 are aged 3 and 8 are aged 4. Two children have English as an additional language

### How good is the Day Care?

The standard of care provided at Pardes House Kindergarten is satisfactory.

The premises provide adequate space for the children and are generally well maintained although some of classrooms feel cold. There is no designated outside area but children play in part of the school playground where they use wheeled toys and a small climbing frame. Children's work including self portraits are displayed in all the rooms and there are notice boards in the passage for parent's information.

Children participate in a range of activities and have access to appropriate resources. They are happy, involved and move around confidently to select the equipment they want to use. The book areas are not well used by individual children. Many of the books are old and in poor condition and the displays are not inviting. The daily programme is based around the Jewish calendar to incorporate all the

festivals and activities link into these. Currently there are no formal systems to observe children or evaluate activities but staff are working with the Early Years Teacher to address this.

The adults working with the children are enthusiastic and positive. They talk with the children, ask questions and involve them in discussion. The children are expected to consider others, share and take turns and are supported by staff who give them praise and encouragement to which the children respond.

Although experienced, the majority of staff do not have a child care qualification and the current system for confirming their suitability is inadequate. An action plan identifying areas of weakness has been drawn up and staff are starting to work with other early years departments to address these.

Parents are welcomed into the group and talk about their child's day with staff. The completed parents questionnaires confirm their satisfaction.

Generally the records kept are satisfactory although currently all the policies and procedures are being reviewed and are not available on the premises.

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

Not applicable

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

- The children are happy and involved. They have good relationships with the staff and are confident to ask them for assistance. Staff respond giving support and encouragement. They talk with the children and listen to their replies respecting their views and opinions.
- The children are expected to consider and care for others. Staff encourage them to share and take turns and thank them for any help they give. There are regular opportunities to contribute to the Tzedakah boxes.
- Staff use activities to talk about children's experiences. A story about a Passover meal included a discussion about food, the crockery used, good manners, the possible dangers of using candles and how the children must be very careful.
- The children were interested and participated well in the conversation.
- Staff work in partnership with parents. They build positive relationships sharing information about the children's daily routines. Written information is provided through the weekly newsletter and the notice boards within the premises.
- An action plan identifying weaknesses in the organisation and areas to be developed has been drawn up. Links have been made with other organisations including the Special Needs Co-ordinator, Early Years support Teacher and the Local Early Years Partnership who are working with staff to extend and develop their practice.

**What needs to be improved?**

- the systems for confirming the suitability of staff and how the qualification requirements will be met
- organisation and presentation of the book areas
- the observation of children and the evaluation of activities
- the system to ensure all the required documentation is available

**Outcome of the inspection**

Satisfactory

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person must take the following actions by the date shown**

Std	Action	Date
1	ensure that there are effective procedures in place for checking that staff are suitable to work with children	30/06/2004
2	develop an action plan that sets out how staff training and qualification requirements will be met	30/06/2004
14	ensure that all the records, policies and procedures relating to the day care are readily accessible on the premises and available for inspection at all times	30/06/2004

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	devise and implement systems for observing the children and use these observations to help evaluate and plan activities
3	review and develop the book areas in each room
7	develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises at any one time

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

### How effective is the nursery education?

Pardes House Kindergarten provides a friendly, welcoming environment where children make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional, Mathematical and creative and development. Generally good progress is made in knowledge and understanding of the world, physical development and communication language and literacy.

Teaching has significant weaknesses. Staff have a limited understanding of the early learning goals. Activities provided promote children's curiosity and learning and there are opportunities for children to initiate their play.

The leadership and management of the kindergarten has significant weaknesses. A recent assessment of the kindergarten has been undertaken and this has identified their weakness. Some plans are already in place to address the issues identified. There are however no systems in place to provide staff with on going training or professional development. As a result staff knowledge of the Foundation Stage Curriculum is extremely limited. There are no working systems in place to plan an appropriate curriculum or to observe or assess children's development.

Partnership with parent's is generally good. Parent's have opportunities to exchange information about their children with staff. However there are no systems in place to keep parents informed of their children's development.

### What is being done well?

- The nursery provides a welcoming and stimulating environment in which children can socialise and participate in a range of activities.
- Behaviour management is very good, children show concern for each other and contribute in discussions with confidence.
- Art activities are well resourced, children are given guidance and the end products are children's' individual creations.

### What needs to be improved?

- the range and quality of books provided to children and the opportunities to develop their writing skills.
- opportunities for the children to learn about every day technology.
- opportunities for children to develop their gross motor skills
- staff knowledge and understanding of the Foundation stage Curriculum.

- the systems for the observation and assessment of children's development and the planning of activities to support children's learning.
- systems to inform parents about the children development.

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

Not Applicable this is the kindergarten's first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good. The children are well behaved confident individuals. They are motivated and enthusiastic learner's who settle into the kindergarten routine well. The children understand the need to take turns, share and work within agreed codes, and they are developing a growing understanding of right an wrong.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area. They listen and respond to stories with their own ideas and feelings, story props further enhance these discussions. Although there are a selection of books available some are in poor condition and children do not have access to books for information. Many children recognise their own name and will seek it out when hanging up their coats. Children's interest in writing is less effectively encouraged.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children's progress in mathematical development is very good. They can count reliably to ten and beyond for some children. They use mathematical language to appropriately describe shape and size, they are also learning to add and subtract during every day activities such as counting coins. They are learning to recognise written numbers in practical activities and there are many visual examples available in the kindergarten.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. They talk about themselves and remember past events in their lives. They learn about their own religious beliefs and about people living in the community. Children have opportunities to build with a range of construction equipment. There are very limited opportunities for children to learn about every day technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in the area of physical development is generally good. Children are able to negotiate space and can move with confidence and agility. Children use a range of small equipment with confidence and control. They are learning how to care for themselves and are able to wash and dress themselves. Through topic work they are learning to understand the importance of staying healthy. The range of large equipment is limited.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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The children are making very good progress in the area of creative development. They are able to participate in a wide variety of activities and to use a range of resources to explore colour, texture and shape. The children have opportunities to listen to, and respond to music and they can use musical instruments. They are confident and imaginative, this is well supported by staff in the way simple props are used to bring imaginary stories to life.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Key Issues
- Provide opportunities for the children to learn about every day technology.
- Extend on the range and quality of books provided to children.
- Provide activities which encourages children to write for a variety of purposes.
- Provide opportunities for children to develop their gross motor skills
- Develop the planning and assessment systems to ensure all aspects of each area of learning are covered, the next steps for children are identified and this is incorporated into the activity plans.
- Improve staff's knowledge and understanding of the Foundation Stage Curriculum.
- Put into place a system to inform parents about the children's development.

*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.*