



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 147651

DfES Number: 530068

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Maggie Thorp

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Yavneh Playgroup
Setting Address Woodside Park Road
Finchley
London
N12 8RZ

REGISTERED PROVIDER DETAILS

Name The Committee of Woodside Park Synagogue

ORGANISATION DETAILS

Name Woodside Park Synagogue
Address Woodside Hall
Woodside Park Road
London
N12 8RZ

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

Yavneh Nursery operates from a specially designed nursery unit in Woodside Park Synagogue. It has two areas for outdoor play. The nursery is situated close to Woodside Park tube station and a local park. It is open during term time only from 9:15 - 12:15 Monday to Friday with extended hours on Thursday until 13:45. Extended hours on other days are available subject to demand.

The nursery curriculum is planned around Jewish festivals and weaves Jewish prayer times and practices into the nursery day. There are currently 21 children on roll. Some children have special educational needs. The nursery is registered to receive nursery education funding and five funded three year olds and two funded four year old attend. Currently, there are no children who speak English as an additional language at the nursery.

Three full and three part time staff work with the children. Four staff have level three early years qualifications and one is currently working towards an additional qualification. One member of staff has a level two qualification and one has no early years education qualification but is a trained speech therapist. The setting receives support from the Agency for Jewish Education, Barnet Early Years Development and Childcare Partnership and Barnet Pre-school Learning Alliance.

How good is the Day Care?

Yavneh Nursery provides good care for children. This is underpinned by clear well understood policies. The organisation of the nursery is satisfactory. Staff are well qualified however, the deployment of key workers at the beginning of the day does not always meet the needs of unsettled or younger children. The environment is extremely well set out and resourced creating a very stimulating environment. The outdoor play space is well resourced for play each day and good use is made of the hall for large physical games when it is too wet for children to go out.

Very effective steps are taken to keep children healthy and safe. Snack time is a good social occasion and children's dietary needs are noted. Children with special

educational needs are supported very effectively. One to one support is offered where appropriate and there is good liaison between the nursery and other supporting agencies. There are clear procedures for staff to follow if they have concerns about child abuse and naturally occurring conversations are used effectively to talk to children about keeping themselves safe.

Staff are warm and caring and know the children well. They offer children a good balance of free choice and adult led activities. However, the large group times do not meet the different needs of younger children. The equal opportunities policy covers all aspects of provision and is implemented effectively in most aspects however, the resources representing different cultures and positive images of disability are limited. Children's behaviour is very good.

The partnership between parents and staff is satisfactory. New parents are welcomed into the nursery and there is an open friendly relationship between parents and staff. Parents are encouraged to participate in Shabbat on Fridays and there are parents on the governing body. However, comprehensive written information about the nursery and about individual children's progress is not readily available to parents.

What has improved since the last inspection?

The nursery now carries out effective risk assessment of hazards, the plastic bags observed in use at the last inspection, are no longer accessible to children. The nursery's equal opportunity policy is more comprehensive and covers all aspects of the provision. Resources reflecting the diversity of the local community have been increased. Work has begun on ensuring parents are informed about the nursery's policies and procedures including information about how children's development is planned for and recorded. However, this work has not yet been completed.

What is being done well?

- The very well resourced and organised environment effectively encourages children's independence and learning.
- Policies and procedures are clear, comprehensive and underpin the good practice in the nursery.
- Children's health and safety is well provided for through staff's good understanding and effective implementation of the nursery's procedures.
- Children's behaviour is good. This is reinforced by the good role models staff provide.

What needs to be improved?

- organisation of key person system and way children are grouped
- information for parents

Outcome of the inspection

Good

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

Std	Recommendation
2	Organise how key workers are deployed at the beginning of the day and the size of group times more effectively to meet the needs of all children.
12	Develop the written information provided for parents so they are well informed about the nursery and about their children's progress and so that the information is in an easily readable format.

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

How effective is the nursery education?

Yavneh Nursery provide children with a stimulating environment which helps them make generally good progress towards the early learning goals. Very good progress is being made in the areas of children's physical and creative development. There is a good balance of quiet and lively activities and of free choice and adult led play. The environment is very well organised to support children's independence and encourage children to make choices.

The quality of teaching is generally good with some very good aspects. Staff are very committed to the care and education of the children. They make good use of staff meetings and training to develop their work. This is evident by how children's skills and imagination in block play has increased through the input of staff after recent block play training. The support of children with special educational needs is very good. However, weaknesses in curriculum planning and the assessment of children's learning result in aspects of some areas of learning not being regularly accessed by children. Some activities like peeling and preparing vegetables and cooking soup offer challenge to more able children but this is not regularly specifically planned for.

The leadership and management of the nursery is very good. There is clarity about the strengths and weaknesses of the nursery and support from the early years advisory teacher is being used effectively to address the issues raised regarding planning and assessment of children's learning. However, monitoring is not built in to determine how effective the changes planned will be.

The partnership developed with parents is generally good. However, parents receive very limited information on how their children are progressing. Parents are welcomed into the nursery and good systems are in place to enable parents to participate, for example in the Friday Shabbat preparation and celebration each week.

What is being done well?

- Children's attitude to learning is fostered well. They respond enthusiastically to new experiences and are able to concentrate well on the projects they explore together.
- The provision for children's physical development is very good. Children move with co-ordination and balance. The regular opportunities children have for both indoor and outdoor play, to move, freely, dance, balance and use wheeled toys during the sessions promote these skills effectively.
- Children's creativity is very well supported, especially in the area of music. The regular music sessions enable children to learn and enjoy singing a wide range of songs and to move imaginatively to music.

- The sound management of the nursery encourages effective team work. Staff discuss their work at regular team meetings, they are keen to attend training and to put what they learn into practice to enhance the children's learning and enjoyment.

What needs to be improved?

- curriculum planning and monitoring systems to ensure all children have the opportunity to access each aspect of all the areas of learning
- the assessment of children's progress and the appropriate next steps in learning, and how well informed parents are kept about their children's progress.

What has improved since the last inspection?

The nursery has made very good progress in continuing to develop the way children are encouraged to learn. The new head, staff's enthusiasm for training, putting what they have learnt into action and the reorganisation of the nursery classroom have all contributed to this.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children are confident, curious and motivated to learn. They relate well to each other and are able to work independently and in small groups. Children's good behaviour is fostered by staff's realistic expectations and the role models staff provide. Children make good use of the wide variety of choices available each day. They are focussed in their play except at the beginning of the day when some children find it difficult to settle.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area. Children talk confidently, share their ideas and make their needs known. Children listen to stories attentively. They use books for information for example, referring to a book about visiting the doctor during their role play of going to a doctor's surgery. Some children are beginning to write and to link sounds with letters. However, activities are not regularly planned to help all children make consistent progress in this area.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. Many children can count to ten and beyond in practical activities and number songs and rhymes. However, the planning and assessment for encouraging older children's progress in simple addition and subtraction and how to use maths knowledge to solve problems is not regularly planned into the nursery day or assessed. Children are exploring concepts of shape, weight, position and size very effectively through interesting projects and dance.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in this area. Children have very good opportunities to explore living things through planting activities linked to the Jewish year and through the seasonal themes followed. Information about children's different cultural backgrounds is incorporated well into circle times. However, children have limited opportunities to explore past events and technology. Both boys and girls designing and building skills are very effectively promoted by block play.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. Children's physical skills are very well supported both through indoor and outdoor play. Children move with confidence and skill when steering bikes, dancing and generally moving round the nursery and use the wide range of tools available safely and competently. They are developing an understanding of their bodies and how to stay healthy. Children and staff have some lively discussions about this, for example on why screaming makes you hoarse.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. Children explore and create through open ended art activities using a range of materials. The interest staff show in children's expression of their ideas fosters children's creativity very effectively. The excellent weekly music sessions have enabled children to learn a variety of songs and to move to music with imagination and great enjoyment. Children's creativity is further enhanced by well resourced imaginative play.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Continue to develop planning and monitoring systems in ways that ensure all learning areas and each aspect of these are planned for and regularly included in the provision. Make sure that plans include what staff hope to teach children and how activities will extend the learning and interests of more able children.
- Develop the current assessment of children's progress so that this too covers how children are progressing across all the aspects of each learning area and what the next steps in children learning could be. Make this information accessible to parents in an appropriate format.

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.