



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 147540

DfES Number: 580483

INSPECTION DETAILS

Inspection Date 26/11/2003
Inspector Name Pauline Nazarkardeh

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Gan Alon Pre-School
Setting Address The Manor House
80 East End Road
Finchley
London
N3 2SY

REGISTERED PROVIDER DETAILS

Name The Committee of NEW NORTH LONDON SYNAGOGUE
TRUST 269071

ORGANISATION DETAILS

Name NEW NORTH LONDON SYNAGOGUE TRUST
Address The Manor House
80 East End Road
London
N3 2SY

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

Gan Alon Pre-School has been registered since 1996. It operates from one room in premises shared with a primary school. The pre-school serves Jewish families in the local area.

There are currently 20 children from 3 to 5 years on roll. This includes 5 funded three-year-olds. Children attend five sessions per week. The setting currently supports children who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 9.30am until 1.15pm.

Five full and part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The group receives support from a mentor from the Early Years Development and Childcare Partnership. (EYDCP)

How good is the Day Care?

Gan Alon Pre-School provides a good standard of care. The staff know the children they care for and the premises are warm and welcoming for children and parents. There are a wide range of toys, resources and equipment available and accessible to children.

The staff have a good understanding of how to provide a safe environment for children. There are systems in place to ensure the safe arrival and departure of the children. Although space is limited the staff have developed defined areas and they are considering new ways of utilizing all space available.

The range and quality of activities offered is good. The staff show a good knowledge of individual children's interests and stages of development. They provide interesting opportunities for children to develop and learn. Children's independence and respect for each other is encouraged.

Parents are provided with excellent information, in the form of introduction booklet,

policies and procedures, access to children's files, information about the curriculum and topics. Staff spend time exchanging information with parents about their children each day and there are regular parent teacher conferences.

Documentation is well organised with established systems in place to record and hold written records, there is a minor weakness in the recording of accidents. There is no written policy to deal with a situation where a child is lost. The information needed from parents to provide care, which meets each child's individual needs, is in place.

What has improved since the last inspection?

Documentation is now well organised with all the required information in place and one member of staff holds a first aid qualification. The presentation of toys and equipment has been reviewed.

What is being done well?

- Children are confident to voice their opinions and staff take the time to listen and ask appropriate open ended questions.
- A stimulating range of activities are offered which are very attractively set out, children make choices from these and develop their own ideas.
- The diversity of the community's race, gender and ability are positively reflected by posters, books, resources and in children's play.
- Partnership with parents is well established and parents receive good updated information about the activities offered.

What needs to be improved?

- the written policy for a lost child
- the accurate recording of accidents.

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	Develop the procedure for uncollected children to include how the nursery will deal with a situation of a lost child.
7	keep an accurate written record, signed by parents, of accidents

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

How effective is the nursery education?

Gan Alon Pre-School provides children with a stimulating environment, which helps children to make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development, mathematic, creative and physical development. Generally good progress is made in knowledge and understanding of the world and communication, language and literacy. Staff do not have a clear understanding about how ICT can be included in the curriculum and the opportunities for children's to develop their writing skills are limited. Children relate well to each other and their behaviour is very good.

Teaching is generally good with some very good aspects. Staff use a variety of teaching methods to promote children's curiosity and learning. There are opportunities for children to initiate their play and to be taught individually or in small groups. Staff understanding of the early learning goals is not secure and they do not use the stepping stones to plan their curriculum.

Currently there are no children with special educational needs attending the setting although there is an effective system in place to provide good support. Children who do not use English as their first language are helped to participate fully.

Leadership and management are generally good with one very good aspect. The Pre-school benefits from good management and leadership by example. Staff are keen to develop their knowledge and skills and time is provided for staff training, and for discussion and planning.

Partnerships with parents are very good. Parent's are well informed about the curriculum and their children's achievements and are provided with information to help them to support and extend their children's learning.

What is being done well?

- the setting provides a welcoming and stimulating environment in which children can socialise and participate in a range of worthwhile activities which support their development.
- partnership with parents is well established .

What needs to be improved?

- the range of activities to encourage more able children to develop their mark making skills.
- the staffs' knowledge of ICT and how this can be incorporated into the curriculum planning.

- planning and observation which includes all aspects of learning and identifies the next steps in children's learning.
- staff knowledge and understanding of the Foundation Stage Curriculum .

What has improved since the last inspection?

improvement since the last inspection is generally good Four key issues resulted from the last inspection, two of these have been implemented. There has been limited progress in relation to planning and observation and the development of a communication information and technology area of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in this area. Staff are enthusiastic and welcoming and this enables all children to have the confidence to try new activities. They value the children and their ideas, and listen attentively, responding to their suggestions. The children understand the need to take turns, share and work within agreed boundaries, and they are developing a growing understanding of right and 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. Many children recognise their own name on their chair and will seek it out. Children's interest in writing is less effectively encouraged. Although there is a writing area there is little evidence to show that the children are beginning to form letters, their work in this area is not displayed in the setting.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. They are learning to count through a range of practical activities. Number songs, stories and rhymes are used to support and extend their knowledge and children use mathematical language effectively. Within practical activities staff help the children to use their growing mathematical knowledge to solve problems, for example, asking the children when cooking to measure half a cup full.

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. They learn about their own religious beliefs but also about the range of backgrounds of 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: Very Good

Children's progress in the area of physical development is very good. Children can follow instructions to, balance, hop, skip and jump. They are able to negotiate space and can move with confidence and agility. Children use the wide 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.

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 an extensive range of resources to explore colour, texture, shape, space and form in two and three dimensions and to respond in a variety of ways to what they see, hear, smell, touch and feel. The children have good opportunities to listen to, and respond to music and they use musical instruments on a regular basis.

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

- opportunities for children to use equipment which promotes their learning about information, communication and technology.
- the range of activities to encourage more able children to develop their mark making skills.
- Staff's knowledge of the foundation stage curriculum and how it can be used to plan for children's individual needs.

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.