



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 147496

DfES Number: 517225

### INSPECTION DETAILS

Inspection Date	20/04/2004
Inspector Name	Ann Marie Cozzi

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Alyth Kindergarten
Setting Address	Alyth Gardens Finchley Road London NW11 7EW

### REGISTERED PROVIDER DETAILS

Name	The Committee of North West Reform Synagogue 247081
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### ORGANISATION DETAILS

Name	North West Reform Synagogue
Address	Alyth Gardens Finchley Road London NW11 7EN

## 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

Alyth Kindergarten has been registered since October 1992.

It is a 44 place nursery for children age 2 to 5 years, based in the North West Reform Synagogue. The nursery mainly operates on a Sessional basis between the hours of 09:00 and 13:00. In preparation for school some of the older children attend from 0:900 until 14:30.

The Kindergarten is situated on the ground floor of the building with two group rooms and rooms for focus group activities. Each of the group rooms has 3 members of staff. Currently there is a special needs worker attached to the provision. There is also a Head teacher. The nursery caters mainly for children of the Jewish faith although spaces would be offered to non Jewish children if the nursery was not to their full capacity. There are a total of 42 children on the roll at present. There are 22 funded three year olds and 12 four year olds attending. The group receives visits from the EYDCP advisory teacher

### How good is the Day Care?

Alyth Kindergarten provides satisfactory care for children.

The premises is warm and welcoming bright and colourful. The available space is newly refurbished and is used well to create a stimulating environment in which children are able to move freely between activities. The children's work is displayed. Staff are welcoming to parent's and children this creates a sense of belonging. Children have access to a wide range of accessible resources. This assists in meeting children's individual needs as well as increasing their learning opportunities. There are systems in place for some of the required documentation. However there are weaknesses in this area and it's organisation. There are some gaps in the providers knowledge and understanding of the National Standards.

The provider has an understanding of how to provide a safe environment for children. However there is a weakness in the undertaking of written risk

assessments. There is a written sickness policy in place and systems are in place for the recording of medication and accidents, However there are weaknesses in this area. Staff promote good hygiene practice with the children for example hand washing after using the toilet and before food. Children aged 3 years and under are not encouraged to fully develop independence and self help skills during snack time.

Strategies for managing behaviour are sensitive and undertaken in partnership with the children. Children's confidence is developed by support and encouragement from staff. There are clear guidelines and routines in place which children respond well to. Knowledge and understanding of child protection is good.

The staff work well together and have developed good relationships with the children and their parents. This promotes parental involvement and good communication. The systems in place for the safe arrival and departure of children are effective. The parent questionnaire returned was complementary about the service.

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

At the last inspection the provider agreed to identify a member of staff to lead in child protection and managing behaviour. This has been achieved and as a result improves efficiency and consistency in these area's. She also agreed to develop a special needs statement, a child protection statement, to provide more opportunities for children to self select and to make sure that planning incorporates an inclusive approach to children with special needs. These have all been achieved and assists staff to meet children's individual needs.

In addition she agreed to make sure that records are used to plan for children's individual needs this is an ongoing area of development.

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

- The opportunities given to children to move freely between areas and activities creates a stimulating environment for children.
- The accessible wide range of provision which increases children's learning opportunities.
- Children have access to appropriate resources which assists in meeting their needs.
- All children are valued and included this promotes confidence and their sense of self worth.
- Positive behaviour management is used sensitively and cooperatively in partnership between staff and children.
- The welcoming environment and staff promote parental involvement and good communication.

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

- the provision of information for verification by Ofsted regarding the person in charge
- the arrangements in place to plan for next steps in children's development
- the systems in place to undertake risk assessments
- the arrangements in place to further develop the self help and independence skills during snack time of children age 3 years and under
- the organisation and accessibility of documentation. Systems to update and develop policies and procedures in line with the National Standards and to reflect the current practice of the provision.

### 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	Provide verification that the person in charge has the relevant qualification to meet the requirements of the National Standards	20/05/2004
2	Put into place a procedure for lost or uncollected children	04/05/2004

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

Std	Recommendation
3	Use observations to help plan the next steps in children's development
6	Undertake regular written risk assessments in areas used by children. Inside and outside of the premises.
8	Further develop children's self help and independence skills
14	Make sure that documentation is organised and easily accessible. Develop/update policies and procedures in line with the National

	Standards and to reflect the current practice of the provision.
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## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Alyth kindergarten 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 creative and personal, social and emotional development. Generally good progress is made in knowledge and understanding of the world, mathematical, physical development and in communication, language and literacy. Children relate well to each other and their behaviour is very good.

The quality of teaching is generally good, the kindergarten have had significant staff changes and have very recently replaced two experienced teachers. Generally staff use a variety of teaching methods to promote children's curiosity and learning. They use open-ended questions and focus on individual children's skills to help develop all children's knowledge. There is however no clear system in place to observe and assess children's development and some staff's understanding of the early learning goals is not secure.

Currently there are no children attending who do not speak English as their first language, the setting has an effective system in place to provide good support to children with special educational needs.

Leadership and management is generally good. The kindergarten manager works to support staff and ensure consistency of good practice throughout the team. Staff are keen to develop their childcare knowledge and time is provided for staff training. The manager is working to improve on new staffs' skills and knowledge.

Partnerships with parent's 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 kindergarten provides a welcoming and stimulating environment, interaction between the staff and children is very good and encourages children to participate well in the activities. There is consistence in behaviour management and children's behaviour is very good, children listen well and contribute to discussions with confidence. Parents have opportunities to exchange information about their children's progress with staff, they are encouraged to be involved in their children's learning and are informed of topics and activities.

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

- staff's knowledge of the Foundation Stage Curriculum
- the systems to observe and assess children's development, and to plan an appropriate curriculum.
- range and quantity of books for information
- opportunities for children to write as part of their play.
- opportunities for children to develop mathematical language and to engage in problem solving and calculations.
- the curriculum for Knowledge and understanding of the world: in particular discovering how and why things happen and opportunities to develop their knowledge of every day technology

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

Generally good progress has been made since the last inspection. The manager has acquired new equipment to provide more opportunities for older children to develop their mathematical ideas. The development of children's emerging writing skills remains outstanding.

## 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 and confident. They are independent and move between play rooms selecting from a range of activities offered. They are motivated and enthusiastic learners who settle into the kindergarten routine well. Children take turns and share fairly showing concern for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are making generally good progress in this area of learning. They contribute their ideas and share their experiences. Children enjoy stories and use books independently however they can not access books for information. Many children recognise their own names. The children are encouraged to develop their knowledge of letter formation and some children are writing their own name on their art work, however there are too few opportunities to write as part of their play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. They are learning to count through a range of practical activities. Children have opportunities to create patterns and to follow sequences. There are missed opportunities to introduce children to mathematical language and to engage in problem solving and calculations. They are learning to recognise written numbers however there are too few visual examples displayed.

### 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 beliefs and about the range of backgrounds of people living in the community. Children have opportunities to build with a range of construction equipment. There are too few opportunities however for children to learn about everyday technology and to discover how and why things happen.

### 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 the wide range of small equipment with confidence and control. They can access a large outdoor play area at planned times during the day. They are learning how to care for themselves and are able to wash and dress themselves. There are limited opportunities for children to learn about the importance of staying healthy.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
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 express their ideas. The children have good opportunities to listen to, and respond to music and they use musical instruments and participate in music and movement on a regular basis. Small world play is well used by the children and the home corner areas provide children with opportunities for imaginative play.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- Key Issues
- Develop staff's knowledge of the Foundation Stage Curriculum in order to put in place an effective system to observe and assess children's development, and to plan an appropriate curriculum.
- Extend on the range and quality of resources to encourage children to use books for information and to write as part of their play.
- Provide more opportunities for children to develop mathematical language and to engage in problem solving and calculations.
- Develop the curriculum for Knowledge and understanding of the world in order to provide opportunities for children to discover how and why things happen, to explore their local environment and to learn about every day technology.

*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.*