



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130496

DfES Number: 581901

INSPECTION DETAILS

Inspection Date 02/02/2004
Inspector Name Lindsay Hare

SETTING DETAILS

Day Care Type Full Day Care, Sessional Day Care
Setting Name Bushey Ganim Pre-Schools
Setting Address 177-189 Sparrows Herne
Bushey
Hertfordshire
WD23 1AJ

REGISTERED PROVIDER DETAILS

Name The Committee of Bushey Ganim Pre-Schools "Gan-Aviv"
242552

ORGANISATION DETAILS

Name Bushey Ganim Pre-Schools "Gan-Aviv"
Address 177-189 Sparrows Herne
Bushey
Hertfordshire
WD23 1AJ

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

Bushey Ganim Pre-schools registered as one provision under Ofsted in 2002. Gan Katan who take children aged two years and above and Gan Aviv who take children aged from two and a half years. The pre-schools operate from rooms within a Jewish synagogue in Bushey and serve the Jewish community in the surrounding area.

There are currently 73 children from 2 to 5 years on roll. This includes 17 funded 3 year olds and 12 funded 4 year olds. Children attend for a variety of sessions. There are currently no children with special needs or English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.30 until 12.30 for Gan Katan and from 9.15 until 12.15 for Gan Aviv, except Mondays and Wednesdays, when they are open until 15.00.

Fifteen staff work with the children. Over half the staff have an early years qualification to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification.

How good is the Day Care?

Bushey Ganim Pre-Schools provide satisfactory care for children.

Staff provide a welcoming environment for both children and parents. The majority of staff have an early years qualification and are familiar to the children, having been employed for a considerable time. However, Gan Aviv must ensure that the correct staff ratios are maintained at all times throughout the day.

There are activities and resources available to the children in each room. In Gan Katan the resources are very age appropriate for the younger children. However, in Gan Aviv, there are not sufficient resources for all children to access a variety of toys and equipment during the session. Staff interact well with the children and use positive approaches to managing their behaviour and encouraging social skills.

Many safety issues need to be addressed on the premises, particularly in Gan Aviv,

such as the security of the door and fire precautions. Procedures are in place to protect children from infection, although in Gan Aviv, accidents are not always recorded. There is also a hygiene issue regarding the use of the sink in Gan Aviv.

Staff are available to discuss with parents their child's care on a daily basis. However, the setting lacks some of the necessary documentation.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are consistent and use positive methods in their approach to managing children's behaviour. They negotiate disagreements between the children and promote social skills such as sharing and taking turns. Children are given clear explanations as to why the behaviour is unacceptable.
- Staff interact well with the children. They take the time to listen to them, asking open ended questions and offering praise and encouragement throughout the session.
- The staff's relationships with the children is good and children respond to them well. Staff are consistent and therefore familiar to the children, enabling them to feel confident and secure.

What needs to be improved?

- policies and procedures for equal opportunities and an uncollected child
- hygiene regarding the preparation of snacks and lunch
- awareness of potential safety hazards on the premises
- written records of risk assessments and any accidents
- the staff ratios
- the range of resources 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
2	Ensure that the correct staff ratios are maintained at all times (Gan Aviv).	02/02/2004
5	Produce an action plan which shows how you will ensure that there is a varied range of appropriate activities and resources available for all children including those that promote equality of opportunity (Gan Aviv).	30/03/2004
6	Conduct a risk assessment on the premises identifying action to be taken to minimize identified risks. This relates to the security of the door, the temperature of the hot water and the conducting of regular and recorded fire drills (Gan Aviv). Also the storage of cleaning substances (Gan Katan).	30/03/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
7	Keep a written record, signed by parents, of all accidents involving children (Gan Aviv).
7	Ensure that there are hygienic washing facilities for food preparation (Gan Aviv).
14	Ensure that there is a policy for equal opportunities and an uncollected child and that all visitors to the group are recorded.

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

How effective is the nursery education?

The provision for nursery education at Gan Aviv Kindergarten is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by the quality of teaching and significant weaknesses in the areas of personal, social and emotional development, knowledge and understanding of the world and mathematical development. Progress in other areas is generally good.

The significant weaknesses in the quality of teaching hinders children's learning. Some staff provide an environment where children learn through a range of interesting activities, however, not all resources are regularly accessible for the older children. Staff develop good relationships with the children, give frequent praise and encouragement. Children are able to explore the community in which they live. However, there are limited opportunities for the older and more able children to extend their independence, investigative and problem solving skills. Staff do not adequately assess and record children's progress to enable them to plan the next steps in the children's learning programmes. There is limited differentiation in the grouping of children, resulting in some missed learning opportunities for the older and more able children. Staff have limited knowledge and training in the Foundation Stage which impacts on the challenges offered to the older and more able children. Curriculum planning is not consistent in helping staff to provide a balanced and progressive range of activities.

Leadership and Management has some areas of significant weaknesses. Limited training of staff reflects in many aspects of the setting. Formal appraisals are not carried out with staff and therefore training needs are not identified.

The partnership with parents and carers is generally good. Parents are supplied with good information regarding activities and routines. However, documented assessments of children's individual development are not adequately recorded.

What is being done well?

- Relationships within the group are being developed well. Children are beginning to work co-operatively together, negotiate and take turns. Children's behaviour is generally good, they are developing an understanding of right and wrong. Staff give frequent praise and encouragement.
- Children enjoy using their senses to explore objects and extend their knowledge of the environment through practical experiences, for example, growing cress, observing growing roots in plants, and exploring objects on the interest tables.
- Children are confident and interact well with their peers and adults present.

What needs to be improved?

- staff training/knowledge of the Foundation Stage
- staff's planning of activities to ensure there is a consistent approach, enabling all six areas to be given high priority
- opportunities which challenge the older and more able children, particularly within the programmes of knowledge and understanding of the world, mathematical development and personal, social and emotional development
- assessment of children's development using the stepping stones and the link to inform planning.

What has improved since the last inspection?

The kindergarten has made limited progress in addressing the key issues resulting from the last inspection and some areas still need further improvement. Staff were required to ensure that all six areas in the Foundation Stage be addressed and that there is a consistent approach to planning by all staff. Most staff members ensure that there is a balance within the six areas of learning although there are still inconsistencies between staff in their approach to planning. Some aspects of mathematical development and knowledge and understanding of the world do not receive sufficient attention or addressed regularly and consistently.

Staff were required to extend activities to develop problem solving skills in mathematics and investigative skills in science on a regular basis. Staff provide opportunities for children to explore the natural world, through planting cress seeds and observing their growth and the use of interest tables to encourage children's curiosity, although there are still insufficient opportunities for children to extend their learning in regular practical situations.

Most staff have increased the information given to parents to promote an awareness regarding their child's learning programme, a daily routine is available on the classroom door, there are annual parents evenings and termly newsletters are sent home which outline the topics to be covered.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Snack times, when children are gathered together in their class are used well to encourage the children to listen and talk. Children are confident to take care of their needs and show good self-care by using the bathroom independently. However, limited opportunities are provided for older children to make decisions, initiate activities and pursue their own interests. The organisation of the four-year-olds activities and resources does not allow them to regularly operate independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy books and use them well. They listen and join in well at times when most of the children are gathered together for story and discussions. Staff introduce the children to new language. However, opportunities for older and more able children to write freely or use writing in many play situations are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children use numbers in their play, they count accurately to ten when recording the date and recognise numbers in context. However, limited opportunities are provided for children to extend their knowledge of numbers to develop language associated with simple addition, subtraction, and problem solving in daily routines or activities. The children do not use numbers in practical contexts or making logical deductions about them. This inhibits progress for more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children learn about significant events within their own faith and resources are carefully chosen to support this. However, there are few opportunities for children to learn about other cultures and beliefs. There is limited accessibility to technology and science equipment and extension for older or more able children to develop curiosity or investigative skills on a regular basis.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence, control and co-ordination. Children climb and utilise the slide confidently. They are able to move around, under and over equipment and show an awareness of space for themselves and others. However, evidence of opportunities for older and more able children to use malleable materials and develop new skills and physical challenge in this area are limited.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Three year-old children show an interest in the way musical instruments sound and express their imagination through varied and interesting role-play activities, such as the hairdressers play area. However, there are limited opportunities for older children to access resources to explore colour and texture and for children to use their imagination independently in art and design work, as most activities are adult led.

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

- increase staff knowledge and understanding of the Foundation Stage
- improve planning of activities using the Foundation Stage, to ensure consistency within the provision and that all six areas are given high priority in every class
- increase opportunities to challenge older children in personal, social and emotional development. Develop scientific and technology skills in knowledge and understanding the world and develop problem solving skills in mathematical development
- assess the children's development using the stepping stones and link this information to the planning.

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.