



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 147495

DfES Number: 532011

INSPECTION DETAILS

Inspection Date 23/09/2004
Inspector Name Kay Williams

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Alonim Kindergarten
Setting Address Henriques House
120 Oakleigh Road North, Whetstone
London
N20 EZ

REGISTERED PROVIDER DETAILS

Name The Committee of Alonim Kindergarten

ORGANISATION DETAILS

Name Alonim Kindergarten
Address 120 Oakleigh Road North
Whetstone
London
N20 9EZ

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

Alonim Kindergarten opened in 1982. The setting is a Jewish progressive Kindergarten, which also accommodates children from other religions and cultures. It operates from the Southgate and District Reform Synagogue in Whetstone. Alonim serves the local and wider community.

The kindergarten operates from the community centre within the synagogue. The premise consists of 3 play rooms and an office. The children also have access to an outdoor play area.

There are currently 25 children aged 2-5 years on roll. This includes 15 funded 3 year olds. No funded 4 year olds are currently attending. The setting supports children with special educational needs. The setting also accommodates children who are learning English as an additional language, although none currently attend.

The setting operates each weekday, during term time. Sessions are from 09:30 until 12:30. There is an extended day facility until 15:00 on Monday and Tuesday.

There are 10 staff who directly with the children, 3 full-time and 7 part-time. Over half of the staff hold relevant early years qualifications. These include: NVQ level 2 and 3, The Diploma in Pre-School Practice and the Nursery Nurse Examination Board. Nearly all of the staff hold a current first aid qualification. Staff attend regular training seminars and some are furthering their qualifications. The manager is studying for a degree in Early Childhood Studies.

The setting receives regular support from a teacher from the Early Years Development and Childcare Partnership. They also liaise with the Pre-School Learning Alliance.

How good is the Day Care?

Alonim Kindergarten provides good quality day care for children.

The Kindergarten is well managed and the motivated staff team provide a warm and

welcoming environment for the children. The premise is set out with children in mind and the range of equipment offered is both age appropriate, safe and well maintained. Documentation and record keeping is of a very high quality. The manager has a comprehensive understanding of the National Standards.

Areas for promoting children's health are good, they enjoy a healthy mid morning snack and their personal health needs are appropriately met. Children are positively recognised as individuals and cultural diversity is valued, children with special educational needs are particularly well supported.

Children are well behaved. There is a warm sense of fun within the setting. Staff provide positive role models and the well written behaviour management policy is consistently implemented by all adults. Relationships between the staff and children are a strong feature of the setting and as a result the children are confident learners. Children are grouped very effectively and routines flow smoothly overall, although the snack time routine is not always conducive to socialising. Adults plan a wide range of activities which are stimulating, interesting and promotes children's learning very well.

Parent's express high level of satisfaction with the standard of care and education offered at Alonim. Written reports and verbal feedback keeps them up to date with their children's progress and they are actively encouraged to help out in the group whenever they can.

What has improved since the last inspection?

At the last inspection the setting agreed to improve the quality of their child protection policy and procedures. They also agreed to ensure that all records were made available for inspection. The child protection policy and procedures are currently of a good standard, this ensures greater protection for children. All records are available for inspection. The setting has addressed the two issues thoroughly.

What is being done well?

- The wide range of well planned activities positively promotes children's independence. They are confident learners who clearly enjoy their time at Kindergarten.
- Partnerships with parent's is a particular strength. Written information is readily available and many parent's take up the offer of helping out during one or more of the sessions.
- There is a strong emphasis on healthy eating within the setting. Children's snack time is purposefully devoted to good nutritional foods, fruit such as: milk and fresh fruit.
- Comprehensive policies and procedures effectively support the consistency of good practice
- Relationships between the staff and the children are good. Adults have a good understanding of the emotional needs of the children, who in turn, are

well settled and happy to be at the setting.

What needs to be improved?

- the snack time routine

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
3	Re evaluate the morning snack time routine in order that it may flow a little smoother and offer additional opportunities for children to socialize, perhaps in their key groups.

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

How effective is the nursery education?

Alonim Kindergarten provides generally good quality nursery education, which enables children to make generally good progress towards the early learning goals. They make very good progress in all areas of the curriculum with the exception of language literacy and communication where there is a minor weakness.

The quality of teaching is generally good, with many very good aspects. Staff effectively encourage children's independence and good behaviour. They are calm and gently spoken with the children who in turn are happy and co operative. Staff knowledge of the foundation stage curriculum enables them to plan an interesting and appropriate range of activities, which extends children's learning very well. Those with special educational needs are encouraged to participate in all areas of the curriculum. However, occasionally staff lack knowledge of the stepping stones of children's learning, causing inaccuracies in the assessment records.

Leadership and management are very good. Success of the setting is due to the well structured management system and an effective staff team who work well together. Staff share a good understanding of early years practice and are committed to developing the quality of the provision through ongoing evaluation and training.

Partnerships with parents are very good. Parents are well informed of the curriculum and they are kept up to date with their children's progress. Staff encourage parents to continue their child's learning at home and provide practical examples of how this can be achieved. Parents openly express satisfaction with the service they receive and often taking advantage of the opportunity to help out in the setting.

What is being done well?

- Staff plan a wide range of activities coupled with good periods of uninterrupted free play which allows the children to engage in meaningful play and develop their learning fully.
- Staff promote children's independence very well. Children are able to select their own resources and tend to their own toileting needs with maturity and autonomy.
- Children's personal, social and emotional skills are developing extremely well. Children are confident, and express themselves effectively. Relationships are good, children care about their peers. The children are well behaved.
- Children benefit from a good variety of creative activities. They are developing their own artistic talents with paint and collage materials and are competent at expressing themselves through song and movement and music.

- Parents are offered extensive information about the setting's ethos and the value of nursery education. Sessions are arranged for them to watch a video relating to the foundation stage curriculum and to learn about the value of play.

What needs to be improved?

- the accuracy within the recording of children's progress
- the quality of the written text offered to the children.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have introduced a number of improvements to the system for recording children's progress. They assess children's achievement in all six areas of learning. This information is used to inform curriculum planning and as a result activities are pitched at a developmentally appropriate level accounting for children's individual needs. However, further development is needed to ensure that records accurately reflect the significance of judgements against some of the learning areas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children display high levels of confidence and self-esteem. They part happily from their parent's and settle quickly to their self selected activity. Staff have created a secure and consistent routine, of which the children are extremely familiar. Children are taught to take turns and share fairly, especially when using popular equipment such as bikes. Staff offer children lots of praise and encouragement, and as a result they are co operative and well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are articulate communicators who use language to organise their thoughts and ideas. They listen well during story time and make good independent use of books. Staff teach the children the name and the sound that letters make, supporting them to identify their own name cards. Emergent writing skills are developing well, some children can write their own name. There are a good range of opportunities for children to practice writing, but sample text is not always accurately presented.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use mathematical language with increased understanding, discussing and comparing the size of fruit at snack time. Many can count reliably to 10 and occasionally beyond. Staff teach the children to weigh and measure during cooking activities. They are able to complete sequencing puzzles and sort with competence when tidying away. Children are taught simple adding and subtraction through practical experiences such as adding conkers into the sand tray one at a time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good understanding of time, recalling past Kindergarten outings at circle time. Children are taught to appreciate their own culture and those of others. They are offered good opportunities to design and build, constructing their own individual Jewish "sukka". They enjoy a variety of opportunities to explore living things such as planting bulbs and feeding the goldfish. Staff teach them how to use the computer appropriately.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff make excellent use of the out door area, allowing children time to choose either in or out door activities. As a result children are developing their gross physical skills such as climbing and balancing very well. They demonstrate a good awareness of space. Children are skilled in their use of tools, especially during a woodwork activity. They are taught the importance of staying healthy through good personal hygiene routine and healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are offered a wide range of creative art activities, including painting, collage and modelling. Children's imaginative play is well fostered and they enjoy good role play opportunities. Staff teach children to use their senses often asking them to smell different spices or feel a real leaf. Children enjoy singing and dancing and making their own music. Well planned opportunities allow them to experience live music and to participate in movement to music activities.

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 staff knowledge of the stepping stones in order that records of children's development are assessed against the specific learning area
- ensure that written text presented to the children is always clearly written and provides a good quality role model for their learning.

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.