

Yavneh Nursery

Inspection report for early years provision

Unique reference number 147651
Inspection date 14/02/2011
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Yavneh Nursery opened in 1992; it 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 9.15am until 12.15pm Monday to Friday, with an extended day being available on a Tuesday until 3.02pm. The nursery curriculum is planned around Jewish festivals and weaves Jewish prayer times and practices into the nursery day, but the provision also gives due regard to the Early Years Foundation Stage framework.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting may provide care for a maximum of 29 children aged from two years to under eight years at any one time. The nursery provides funded early education for three and four-year-olds. There are currently 22 children aged from two years to under five years on roll. There are six members of permanent staff working with the children, which includes a qualified teacher. The nursery also employ three cover staff who are available to work in emergency situations. The manager holds a Level 3 early years qualification and is also a qualified early years assessor. All other staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Yavneh Nursery provides a welcoming child focused environment for children where due emphasis is given to recognising the uniqueness of each child. Children are supported to make excellent progress in their learning and development as staff plan a stimulating range of experiences to capture their interests and consequently motivate them to learn. The outstanding partnerships with parents helps to support an integrated approach towards meeting children's care and learning needs. Children's welfare is promoted through robust recruitment and vetting systems alongside generally good policies and procedures, which overall help to keep children safe. The staff team demonstrate a positive approach towards implementing improvements within the nursery; this can be evidenced in their evolving self-evaluation systems.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve opportunities for staff to have an up-to-date understanding of safeguarding children issues with regards to implementing all policies and

- procedures
- improve risk assessment systems to identify potential hazards in the outside play areas
- develop further self-evaluation systems so that the views of children/parents and carers are utilised to assess all aspects of the provision and therefore improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The nursery staff team demonstrate an enthusiastic approach towards their roles and responsibilities. They are involved in self-evaluation systems as they are encouraged to review the nurseries comprehensive records, policies and procedures to ensure that these are meeting the Early Years Foundation Stage requirements. There are effective policies and procedures in place to work in partnership with outside professionals should safeguarding children concerns arise, although staff acknowledge that this particular policy needs to be re-visited. Children's well-being is given due emphasis as all staff are qualified and experienced within their roles. They have all had suitability checks completed and demonstrate a good knowledge and understanding of monitoring children's welfare. Staff implement positive risk assessments for the nursery environment to ensure that it is safe and secure; there are also detailed risk assessments for outings to support the safe conduct of these events. However, risk assessments of the outside play areas are not currently effective in highlighting all potential hazards, such as the safe storage of large equipment.

The staff team organise a stimulating and accessible learning environment for children. Resources are of a good quality and enable children to achieve high levels of success in their learning. Staff provide children with excellent support as they are effectively deployed within the nursery to both initiate activities and to follow children's choices. Although there are no children attending with special education needs and/or disabilities, there are effective measures in place to initiate appropriate partnerships with both parents and outside agencies so that all children are supported to reach their individual milestones. Discussions with parents demonstrate that they are extremely satisfied with the care and learning opportunities available to their children. Parent's comments include: 'I love the warm atmosphere of the nursery, the staff are very welcoming, my child loves to come' and 'my child has an excellent relationship with her key worker, sharing information is very good as we talk everyday. I love to look at my child's port-folio to see all the excellent things she has been learning.' Parents confirm that they are encouraged to be involved in their children's learning as regular newsletters keep them abreast of all events happening within the nursery. These exemplary partnerships with parents fully support an inclusive and integrated approach towards meeting children's individual needs.

The staff team demonstrate a strong commitment towards developing and updating their knowledge and skills within the early years field. The manager supports staff to attend regular training opportunities as well as being involved in weekly team meetings where all aspects of the nursery provision are discussed.

The nursery has made good progress in developing the recommendations raised at the previous inspection. There are now more thorough systems in place to record children's attendance, and excellent progress has been made in developing more individualised planning and assessment processes to support children's ongoing progression. Overall, self-evaluation is effective in setting clear targets for future improvement, although processes to involve and engage parents and children in these systems are less developed.

The quality and standards of the early years provision and outcomes for children

The staff team demonstrate an excellent knowledge and understanding of the learning and development requirements. They confidently plan a purposeful range of activities and experiences, both indoors and outdoors, which are geared around children's individual interests and abilities. The close monitoring of children's progression ensures that staff are effectively planning for their individual next steps, ensuring that all children are offered a challenging range of exciting and interesting experiences across all areas of their learning. Consequently, children are happy and motivated to learn as they confidently initiate their own play alongside enthusiastically engaging within adult-led activities. Children are developing many excellent self-care skills, for example, they can choose when to have their own snack rather than this being at a designated time decided by staff. They enjoy the responsibility of preparing their snack as they peel their own fruit and pour their own drinks, when they have finished they tidy away so that the area is clean and ready for anyone else who wishes to sit down.

Children's communication, language and literacy skills are a strong focus in the setting. Children confidently self-register in the morning as they are able to recognise their names. The excellent provision available for children to explore mark-making activities supports their emergent writing. Children are extremely excited to participate in singing and movement sessions and demonstrate a keen interest in engaging within all the creative pursuits that are available. They are developing meaningful problem solving skills as staff skilfully encourage children to count and solve problems within their daily routines. For example, when completing the daily register, children count how many children are present and look around to observe if anyone is absent, and then discuss how many should be present altogether. Children's information communication and technology skills are promoted through an extensive range of resources including computers, programmable toys and cassette players that are available for children to explore.

Children's overall welfare is given due emphasis within the provision. They are offered healthy nutritious foods when they stay for extended day sessions. Children have excellent opportunities to engage within a variety of physical pursuits, as staff ensure that they have free flow access to the outside play area. Children are learning to behave in safe and responsible ways as staff support them to understand safe practices. For example, all children are involved in regular emergency evacuation drills and staff discuss the importance of these events. Through topics and outside visitors, children learn about the people who help us,

such as the police and fire service. Children demonstrate that they feel safe and secure as they approach staff confidently for support and attention. Through many positive practices within the nursery, children are beginning to understand the importance of good personal hygiene. Children are developing polite and respectful behaviour as staff present them with exemplary role models. They are learning through discussion, and through the positive resources available to them, about the different beliefs and values within the wider community. Overall, children are developing many important learning and development skills that help to set secure foundations for their future learning success.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met