

Alyth Kindergarten

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Alyth Kindergarten has been registered since October 1992 and was established 20 years prior to this. They operate from a purpose built unit within the North Western Reform Synagogue, located in the Golders Green area of the London Borough of Barnet.

The kindergarten provides places for 46 children aged from two to five years. The kindergarten is registered on the Early Years Register. They mainly operate on a sessional basis from 9am until 12pm with extra time for transitions. In preparation for school some of the older children attend from 9am until 2.30. Children attend five days a week.

The nursery caters mainly for children of the Jewish faith although spaces will be offered to non Jewish children if the nursery is not full. There is a total of 42 children on the roll at present and the group receive nursery education funding for 31 of these children aged three and four. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There is a staff team of nine including the manager the majority of whom have a child care qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A sound relationship with parents fosters children's self-esteem and emotional well being very well. Effective systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met well. Staff plan a broad range of activities that support the learning needs of all children and promote their social skills well. The capacity of the provision to maintain continuous improvement is good. Although the system for self evaluation is yet to be formalised.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve risk assessments for the outdoors area to cover all eventualities, such as, rubbish left by other Synagogue users and pruned branches at children's eye level in the digging area. 16/03/2011

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

- further develop the systems of planning and assessment to show links with the areas of learning and include comments from parents and other practitioners
- further develop the systems of self evaluation to include comments for all staff, parents and children.

The effectiveness of leadership and management of the early years provision

Staff follow clear procedures should they have any concerns regarding children's welfare. Regularly reviewed procedures, combined with adults' sensitive listening to children, form the foundations of the safeguarding policy and drive improvement. Suitable risk assessments are in place which covers all aspects of the provision. A security guard entry system ensures that staff know who is visiting the nursery and can deny access should they have any concerns ensuring children's safety. All the required policies, procedures and records are in place for the safe management of the provision and are kept up to date; consequently, children are suitably safeguarded. Senior designated staff have a clear understanding of child protection procedures and all staff have attended recent training. The staff team hold paediatric first aid qualifications therefore are able to act in the child's best interests in an emergency.

The environment is organised very well to give children access to a full range of activities and play experiences. A good range of resources including those that provide positive images are available with self selection to encourage children to make choices and develop their independence. Staff have warm, caring relationships with the children that attend. Generous adult to child ratios further supports the good organisation. This means organisation is very efficient including the times when staff are engaged in preparation for meals, sleep arrangements or toileting; children are involved and occupied and continue to have an enjoyable time.

There is an enclosed outside play area which is being developed currently to ensure it is safe and secure for children's use. More work is required to risk assessment processes to ensure that rubbish left by other centre users is removed and the pruned hedges are made safe. Parents' involvement and support as part of a rota continues to be instrumental in the successful organisation, ensuring the continued success of this well established kindergarten.

Systems are in place to ensure that children with special educational needs and/or disabilities can make good progress and achieve well. Children thoroughly enjoy their time at kindergarten; the staff team are motivated and committed to providing quality play and learning for the children. Staff constantly engage children in purposeful play and conversations and as a result children are happy, settled and interested to learn. The head teacher has been able to develop clear lines of communication between her and the staff.

Many systems of evaluation are in place regarding the educational programmes,

safety, staff development and the service provided, although an overall evaluation of the whole service is not yet complete.

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

The staff team are motivated and committed to providing quality play and learning for the children. Staff constantly engage children in purposeful play and conversations and as a result children are happy, settled and interested to learn. The head teacher has developed clear lines of communication between her and the staff.

Good settling in procedures are in place, parents and carers are encouraged to stay with their child while they become familiar with the kindergarten and routines. Therefore children settle quickly and their individual care needs are known by their key person from the start. Parents are actively encouraged to come into the kindergarten when they collect their children, encouraging information sharing in a relaxed atmosphere. Valuable information on children learning from home, their likes and dislikes is shared, although routine sharing of information on their development at home is not yet completely evaluated in children's profiles.

Wall displays of children's creative work, photos of outings and activities along side educational posters create a stimulating and welcoming environment for them to play and learn. Children benefit from lots of clear play space and enjoy dance and movement and music sessions with the pianist. During free play they are supported very well by staff, enabling them to use resources that promote language and numeracy skills and they participate very well during circle and story time. In addition, they benefit from an excellent range of catalogued books that support their emotional well being, learning and enjoyment of reading extremely well. Children participate in a range of interesting activities and use a good range of resources that reflect people in the community, helping them to learn about different cultures and beliefs.

Children are learning how to stay safe through the consistent messages they receive from all staff. Behaviour is good as a result; children listen well to others and really enjoy activities and play; they politely ask other children to share resources. They show understanding of others' needs and the capacity to become fully engrossed in imaginative play.

Staff regularly monitor children's progress and adapt the overall planning according to their focus children's needs. Profiles are at an early stage of identifying and recording the exact detail of the next steps individuals need to take to move their learning and development on. At present self- evaluation is carried out by the manager with contributions from staff during regular meetings, this is yet to be formalised into one system to easily identify areas for improvement.

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	2
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	2
The extent to which children develop skills for the future	2

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