

Chigwell and Hainault Synagogue Nursery

Inspection report for early years provision

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Inspector	Ann Cozzi
Setting address	Limes Avenue, CHIGWELL, Essex, IG7 5NT
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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

Chigwell and Hainault synagogue Nursery is registered by Ofsted on the Early Years Register. It was registered in 1992 and operates from two rooms and a large hall within the Chigwell and Hainault Synagogue in Essex. A maximum of 64 children may attend the nursery at any one time. Children come from the local Jewish community.

The nursery is open five days a week from 9.15am until 12.15pm. There is an optional lunch club from 12.15pm until 1.15pm which is open Monday to Thursday. The nursery operates a two week summer scheme. All children have access to a secure enclosed outdoor play area.

The nursery employs 14 members of staff. Of these, 8 hold appropriate early years qualifications with one member of staff working towards a level three early years qualification. The setting receives support from the local authority development worker. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children at this setting are cheerful and self-assured. Staff undertake some observations of children at play. They organise a wide variety of activities across all areas of learning although their planning is not always secure. Children are generally safe and secure and enjoy learning about the wider world. Partnerships with parents and other providers of care and education are adequate. The setting promotes an inclusive and healthy environment. There are satisfactory systems in place for self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure that the safeguarding children policy includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare). 01/03/2011

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

- reappraise the environment to which children are being exposed and make necessary adjustments to secure their safety at all times
- lead and encouraging a culture of reflective practice and self-evaluation to

- identify the setting's strengths and priorities for development which will improve the quality of the provision for all children
- improve the use of observations and assessments to identify learning priorities for each child and link these to the educational programmes.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect. This is because staff who have all undertaken appropriate training demonstrate a clear understanding of Local Safeguarding Children Board procedures. However, during this inspection it came to light that whilst updating the settings policies and procedures, the manager omitted to include the procedure to be followed in the event of an allegation being made against a member of staff. Whilst this is a requirement of the Statutory Framework for the Early Years Foundation Stage, the manager was able to demonstrate through discussion a clear understanding of what action to take should this situation occur. On the whole adequate risk assessments are in place to help staff identify and minimise potential hazards to children. However, there is a weakness with regard to insufficient detail. For example, how children are prevented from gaining access to the kitchen and public areas. This could potentially compromise children's safety. All other records, contracts and permission forms, required by legislation, are in place. This includes daily registers which enables staff safely account for children in their care at all times.

The areas used by children are adequately organised and the environment is welcoming to children. Resources are stored at low level enabling children, at times, to access them independently. There is a fully enclosed outdoor area which can be accessed in all weathers. Children are provided with opportunities to learn about other cultures and the diverse world we live in.

Partnership with parents are satisfactory. They report that they are very happy to see their child run into the setting when they arrive. Discussions are held on a daily basis with staff about what their child has done whilst in the setting, parents are more than happy with the setting. Partnerships with other providers of care and education are in their infancy. The nursery has implemented the recommendations raised at their last inspection. The manager undertakes some reflective practice. For example, through discussion with the local authority development worker. However, current systems do not fully identify the setting's strengths and priorities for development in order to consistently improve the quality of the provision for all children.

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

Children demonstrate a sense of security as they look to staff for support and comfort. At times during the session children are able to make choices about what they would like to do next. Staff demonstrate an adequate understanding of the learning and development requirements and guidance for the Early Years Foundation Stage. Observations, planning and assessment systems are in place although, they are not consistently implemented by all staff. In addition whilst planning for all six areas of learning is in place it is not consistently based on all children's individual needs. This is because staff do not always link observations to the Practice Guidance for the Early Years Foundation Stage. Therefore planning is not consistently targeted to promote children's individual learning.

Children demonstrate that they are learning social skills and that they enjoy being with and talking to adults. For example, they confidently approach the inspector telling them that they are dressed as a police officer. They look with curiosity at her lap top computer talking freely about their home as they tell the inspector that their daddy has a lap top computer. Some children persist for extended periods of time at an activity of their choosing. For example, as they fit pieces of a train track together. They work side by side, interact with their peers and negotiate as they plan how to put the track together, each taking turns in conversation. Children are learning how to manipulate objects with increasing control, they carefully look at the shape of each piece of track and match it with the corresponding piece. They have fun using their imagination to create real or imagined experiences as they push cars along the track on their way to the garage. Children demonstrate a sense of pride in their own achievement as they show a member of staff what they have made.

Children are developing an understanding of how to keep themselves safe as they are encouraged to begin to take responsibility for their own safety. For example, staff ask them to slow down when using sit and ride wheeled toys enabling them to negotiate their way around safely. Children's good health is promoted through their participation in daily outdoor play. There are satisfactory hygiene procedures in place to prevent the risk of infection. For example, children wash their hands before food. Drinks are easily accessible to ensure no child remains thirsty.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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