

South Hampstead Daycare

Inspection report for early years provision

Unique reference number EY403709
Inspection date 19/05/2011
Inspector Seema Parmar

Setting address South Hampstead Synagogue, 21-22 Eton Villas, LONDON,
NW3 4SG
Telephone number 02077221807
Email
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

South Hampstead Daycare - BabyISH is a shul day-care centre, run by South Hampstead Synagogue who are affiliated to the United Synagogue. The setting registered in 2010, and operates from a main hall in the Synagogue, in the London Borough of Camden. Children do not have access to an outdoor play area.

The setting primarily serves children from the Jewish faith.

The setting is registered to care for a maximum of 18 children in the early years age range at any one time. The setting cares for children aged between three months to two years and five months old. Currently, there are 11 children on roll, some in part time places. The setting is registered on the Early Years Register.

The setting is open each weekday from 8.00am to 6.15pm, except during Jewish holidays and bank holidays.

The setting employs four members of childcare staff, including the manager. Of these, two staff hold early years qualifications and the remaining staff are unqualified. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very happy, settled and enjoy their time at the nursery. Children make sound progress in their learning and development, as staff work well together to provide an appropriate range of learning opportunities. Partnerships with parents are suitable, as staff communicate with parents to keep them informed of their child's care and daily learning. Systems and practices are developing, as the manager and staff work closely with the local early years team to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the record for risk assessments, so that it includes and states all areas used by the children and who conducted it. 01/06/2011

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

- gain knowledge and understanding of the current Local Safeguarding Children's Board procedures.

- improve further sleeping arrangements to ensure that all children's well being is promoted and that they can sleep/rest in comfort and without disturbance
- analyse observations to clearly identify children's next steps in learning and highlight their achievements to enable an effective review with parents of the progress and development of their child

The effectiveness of leadership and management of the early years provision

Recruitment and vetting procedures are sound, in order to ensure that staff are suitable to work with children. Children are safeguarded as the staff have, generally, a sound understanding of child protection issues. The staff are confident in their ability to recognise possible signs and symptoms of potential abuse or neglect and some have accessed relevant training. However, not all staff are fully confident in the referral procedures to fully safeguard children, if they had to take matters above the management team. Risk assessments are in place to cover most areas of the setting and for outings. Most hazards are identified and actions taken in order to reduce the risk to children.

Generally, records, policies and procedures are in place for the safe and efficient management of the setting. However, some lack the necessary detail.

The manager and staff are a new team, working in a relatively newly established setting. The manager acknowledges that systems for records, policies, procedures and practices are very much in their infancy and are developing. The setting, as part of looking at their strengths and areas to make improvements, are working closely with the local early years team in order to improve outcomes for children.

Children's individual needs are well met. Children access some resources that reflect positive images of people from different cultures. This ensures that children learn to value aspects of their lives and the diverse society in which they live. The manager has a positive attitude to forming links with other professional agencies in order to ensure that children with additional needs receive the support required to meet those needs.

The setting values working in partnership with parents. Children's emotional well-being is nurtured as staff gather detailed information about their likes and dislikes when they first start, as well as any specific requirements to support their welfare and care routines. Children benefit from close communication systems between parents and the setting. Staff engage in daily chats with the parents and give them daily home link books, keeping them informed about their care routines. In addition, regular newsletters are given to parents, keeping them informed about what is happening in the setting. The setting is developing ways to seek and share children's starting points and interests, to contribute and update information in order for parents to become fully involved in their child's continuous learning and assessment records. Verbal and written feedback given by parents indicates that they find the manager and staff warm and friendly and they are happy with the care provided.

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

Children are cared for in a warm and welcoming environment. They are making secure progress in their learning and development. Staff have a growing understanding of the Early Years Foundation Stage and are beginning to put this into practice. Staff are beginning to consider children's interests, along with the use of observations. However, the systems for planning, observation and assessment are relatively new and not yet fully established.

Children's personal, social, and emotional development is well promoted, as positive interaction and the implementation of a developing key worker system between children and staff help develop meaningful relationships. Children are beginning to form strong attachments with staff, who are caring and kind. Children develop their social skills as they join in 'Kablat Shabba', a weekly music session that is organized by the Synagogue and is open to the mothers and toddlers of the Jewish community, where children learn about the blessing of the symbols. Children and staff join in to the actions of the 'wheels on the bus' and 'zoom zoom zoom' as they count backwards from 54321 and lift off. Children beam with delight, giggle, wave their arms around and clap their hands. Babies, who are developing their confidence in walking, use push along toys, and staff hold hands of others who are not yet walking to promote their physical development. Children have fun as they learn about technology and how things work and as they play and listen to the sounds of programmable toys.

Children are provided with a strict kosher diet that includes fish and vegetables. Meals and snacks offered are healthy, nutritious and support children's individual dietary needs. Children have access to fresh drinking water in their individual beakers. Babies clearly show their likes and dislikes at mealtimes, holding out their hands to be wiped, as they are beginning to establish appropriate hygiene practices. Young children's independence skills are promoted, as staff actively encourage them to feed themselves and give support as needed. Children enjoy meal times that are a social affair, with staff singing, chatting and offering enthusiastic encouragement to finish their meals. Arrangements to minimise cross infection and ensure appropriate standards of hygiene are generally in place, as staff enforce the "no shoe rule" , which prevents the possibility of foreign objects being brought into the areas used by the babies. Although the setting does not have an outdoor area, children have some opportunities for fresh air and exercise as staff take children for walks in their buggies and also to the park, promoting their well-being. Children learn to keep safe, as staff give gentle reminders as they play. Babies show they feel safe, as they are happy and confident to play by themselves when a familiar adult is around them.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

