

Pinner Jewish Kindergarten

Inspection report for early years provision

Unique reference number 509166
Inspection date 14/06/2011
Inspector Katie Dempster

Setting address 1 Cecil Park, Pinner, Middlesex, HA5 5HJ

Telephone number 020 8868 7204
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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

Pinner Jewish Kindergarten was registered in 2000. It is a registered charity, and is run by a Governing Body of Pinner Synagogue. It is based in the Henry Jackson Centre, adjoined to the Synagogue in Pinner, in the London borough of Harrow. There is access to a large main hall and a secure outdoor play area downstairs, with three classrooms upstairs. The setting provides a service for children within the Jewish community. The setting is open each weekday from 9.00am to 12.30pm during the summer months, and on Fridays of the winter months from 9.00am to 12pm all year round except Christmas and bank holidays.

It is registered to care for 26 children in the early years age range and there are currently 12 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs five members of staff. Of these, three staff hold appropriate early years qualifications. The setting is registered on the Early Years Register and both parts of the Childcare Register

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and have fun in the child-centred environment. Staff plan according to children's abilities and interests which promotes development well, however, written plans are not yet fully reflective of this to ensure they capture children's learning intentions accurately. Self evaluation is in the early stages but the setting does well to establish action plans to ensure continuous improvement is maintained. Much has been done to involve parents in children's learning, contributing the superb partnerships that have been established.

What steps need to be taken to improve provision further?

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

- review systems of planning to ensure written plans are fully informed from children's observations and known interests

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Staff have a good understanding of child protection procedures and know how to implement these to protect the children. The managers take lead responsibility for coordinating investigations of child

protection concerns. Their updated training supports them in this role. Written risk assessments are in place and include daily checks both in and outdoors and thorough risk assessments of the setting as a whole. Further assessments are put in place as they are required. These include specific activities and children's allergic reactions. These checks combine to create a safe environment for children to play. The managers work well together, creating strong leadership and management. As a result, the day runs smoothly for children. Since taking over the setting the new managers have put in place many positive changes and continue to maintain improvement through the use of action plans and reflective practise.

Partnerships with parents are very strong and outstanding effort has been made to maintain this vital link. The setting's systems for keeping parents informed about aspects of practise ensure they have co-ordinated and accurate information, which promotes a good two way flow of information. Informative notice boards and interesting newsletters provide valuable information for parents such as the settings plans, activities the children have enjoyed and up and coming events. Furthermore, parents are given information about how they can continue learning at home. This has huge benefits for children as learning becomes continuous as well as allowing parents to be involved in this important process. Staff support this further by providing information for about the Early Years Foundation Stage and how activities specifically aid learning, for example, linking them to the areas of learning and the development matters. Parents speak highly of the setting, commenting on the great support they receive from staff.

The nursery works closely with local authority advisors and other professionals to support children with additional needs. Much has been done to support individual children and parents in meeting their needs and staff have put in place many resources and learning tools to ensure all children achieve and are able to join in equally. Children are well prepared for school as good links with the local school many of the children will attend has been established. The setting visits the school regularly allowing children to become comfortable with the impending changes and support their transition. Furthermore, staff at the setting seek advice from teaching staff about desirable characteristics for a smooth transition to school. This is highly beneficial in promoting children's continuity of care and learning.

The play environment allows children to make choices and direct their own play. Staff have created an inclusive and child friendly environment where children can self select and access activities and equipment with ease. They learn about the world around us and the different faiths and cultures through discussions and planned activities. For example, celebrating Chinese New Year and enjoying lantern making and tasting noodles at snack time. The setting follows the Jewish faith and effectively introduces some of the traditional customs during the everyday routine. This is done in an age and stage appropriate way. Furthermore, staff are skilful in using these practises as an opportunity for learning.

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

Children are happy, confident and show feelings of security within the setting. Staff spend quality time with the children and join in with their play. For example, in the role play area a member staff and one of the children have fun pretending to be on the telephone, happily chatting to one another. Staff have a good knowledge and understanding the Early Years Foundation Stage and implement it well within the setting. Plans are based on children's interests and information from observations, meaning learning is relevant for the children. Whilst in practise this system works well, written plans are yet to fully reflect this and allow staff to better organise the educational programme.

Children benefit from the successful teaching methods and well framed questioning to encourage their thinking and reasoning skills. For example, asking children questions about the size of the trucks they are playing with and if they will fit through certain doors, helping them learn about the concept of space and measure. During some exploratory play with corn flour, staff ask children to explain what the mixture feels like, effectively using describing words to extend children's vocabulary.

The learning environment both in and outdoors has been well deployed with resources. Staff are close by for involvement where necessary but also allow children to choose freely from the variety of toys, resources and activities on offer. The environment is set out well to ensure children have freedom of choice and movement. They use their creative skills as they explore materials for collage and get messy in the art room with large scale paint projects. Imaginative play is well supported as children have access to a large role play area, which staff are imaginative in creating different scenarios out of to maintain children's interests. For example, it has become a castle, Chinese take away and builders merchant fully equipped with linked resources. Children are also able to use their imagination to make up their own games. They line up the chairs behind one another and become a train as they happily cheer 'choo choo!'. Children are developing wonderful social skills. They cheerfully speak to visitors, telling them what they are doing or inviting them to join in with their play. Independence skills are well supported as children pour their own drinks and serve themselves at snack time. The support and encouragement that children receive to make choices and decisions, as well as the good progress that they are making in their learning and development, helps to prepare them for the future.

Children adopt good personal hygiene routines as they have access to tissues to wipe their noses and are gently encouraged and reminded by staff to cover their mouths when coughing. They talk about the healthy options they have for snack time and staff take the opportunity during various Jewish customs to talk about fruit and where it comes from. Children take part in regular opportunities to develop their physical skills. They run, climb, balance and steer wheeled cars promoting their large motor skills and use interesting malleable materials to support their fine motor and hand eye co-ordination skills.

Children are learning about keeping safe. They learn simple safety behaviours such as how to handle scissors properly and to walk rather than run in the setting. Other activities such as bicycle and road awareness help children to be safe outside the setting and visits from the local fire brigade and police officer help bring learning to life. Children's behaviour is very good, they are able to take instruction from staff and play well together. Charity events such as 'the big toddle', in conjunction with the local school, start to help children learn about those fortunate than ourselves and gain social conscience.

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	2

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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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