

Gan Kinneret

Inspection report for early years provision

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| Unique reference number | 147541 |
| Inspection date | 17/03/2009 |
| Inspector | Anneliese Fox-Jones |
| Setting address | Edgware United Synagogue, Parnell Close, Edgware, Middlesex, HA8 8YE |
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| Email | |
| Type of setting | Childcare on non-domestic premises |

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).

Description of the setting

Gan Kinneret registered in 1980. It is situated within Edgware United Synagogue, located in Edgware, London. The areas of the nursery used by the group are potentially four rooms in which children aged from one to five years are grouped according to their age and are currently in two base rooms. They also use the kitchen area, toilets, a nappy changing area and a designated sleep room. All children share access to a secure enclosed outdoor play area. Access to the provision is via steep steps immediately off the synagogue's car park. There is also a disabled access and ramps leading to the back of the provision. Once inside, the accommodation is on one level.

The group operates each week day during term time only between 8.00 and 17.00 from Monday to Thursday and 9.15 to 12.15 on Fridays. The nursery offers flexible drop off and collection times.

The group are registered on the Early Years Register to provide care for a maximum of 52 children at any one time. There are currently 35 children in the early years age group. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 16 staff, of these, 10 hold early years qualifications, including the manager and a qualified teacher. There are three staff members working towards a relevant childcare qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are valued and respected and have their individual needs met due to the stable, caring and motivated staff team, who generally recognise the individuality of each child. Most aspects of children's welfare are promoted effectively. Arrangements are mostly effective to help children's progress in their learning and development. Children are comfortable, happy and secure in the nursery environment. A thorough and robust evaluation process involving staff at the nursery enables them to acknowledge their strengths and identify areas for future improvements. Together the team work closely with parents and other professionals in order to meet the individual needs of all the children.

What steps need to be taken to improve provision further?

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

- extend the risk assessment to cover anything which a child may come into contact with
- develop the use of open-ended questions and personalised learning to extend children's ability to think critically and creatively

- extend the rich and varied environment to support and challenge children's learning and development, this refers to the organisation of snack and meal times and outdoor play.

The leadership and management of the early years provision

The nursery is led and managed efficiently on a day-to-day basis. Many effective policies and procedures ensure children's welfare, care and safety are promoted. Essential records for managing attendance, accidents and medication are kept up-to-date and support staff in keeping children safe and effectively managing their health needs. Children's safety is given due emphasis as daily safety checks of the environment are conducted to protect them from any harm. However, risk assessments are not yet fully extended to include all potential hazards that children may come into contact with. Children are further protected because effective safeguarding procedures ensure the staff team are well-qualified, caring and equipped with the skills to be able to carry out their jobs. They are deployed well to support children and ensure most routines run smoothly. They supervise children closely and have strict procedures regarding the security of the premises and the collection of children.

Children's care and learning is enhanced because the management have a clear sense of direction. Staff show a real commitment and understanding of their individual roles within the nursery. The leader is very involved and monitors the nursery provision through regular discussion with staff. The group readily recognises areas of strength and weaknesses because they have rigorous systems for self-evaluation. This also supports them effectively in continuously improving their provision for children. Recommendations set at the last inspection have been successfully addressed.

The nursery promotes inclusion well by providing equal chances for all children. Children with learning difficulties and/or disabilities are included and welcomed into the setting. Resources also reflect diversity and inclusion and enable the children to learn about and develop a respect for themselves and each other. Partnerships with parents and others are also highly effective. The staff are good at establishing links with other provisions used by the children to foster continuity. The nursery builds close relationships with parents and keeps them well informed about the setting, the children's well being and what they have been doing. Parents and staff are able to regularly share with each other comprehensive information about all aspects of the children's care, including their current interests, likes and dislikes. This means that children are able to settle quickly and feel secure. Parents are also enabled to become involved in their child's learning especially when they visit or share any special celebrations or professional skills that they have.

The quality and standards of the early years provision

Children learn through play in a welcoming environment that offers plenty of variety and interest. Adults plan a good balance of adult-led activities and self-chosen free play and make sure indoor and outdoor areas promote learning across

the six areas of learning of the Early Years Foundation Stage (EYFS). For example, children have opportunities to experiment with mark making and early writing skills at the easel, water painting on the wall outside and in role play. Children settle quickly and become engrossed in activities. Staff demonstrate a good understanding of the EYFS and are developing ways in helping children progress in all areas of learning.. However, some aspects of the daily routine such as meal and snack times do not always foster children's progress. Staff also occasionally miss opportunities to use open-ended questions and activities. Consequently children's ability to think critically and creatively is sometimes impeded.

Planning develops through the daily observations undertaken on children, the focussed target child of the week and activities that are flexible and takes into account the interests and ideas of the children. Children easily access an interesting range of resources which support their learning. They readily help themselves to books, puzzles, cutting and sticking materials and delight in dressing up and acting out imaginative play scenarios, such as the doctor's surgery, cooking and feeding the baby. Many opportunities exist for children to paint, draw and join materials together which help them develop their creative skills. Children develop independence due to the arrangement of resources and encouragement from staff, for example, low shelving units allowing them to select toys and resources they wish to use. Children develop an awareness of the world around them through the use of books puzzles, small world figures and posters that portray positive images of people in society. They enjoy caring for growing things in the nursery garden, such as frequently watering their cress plants. When using resources such as keyboards, the computer mouse and telephones in role play they become aware of the use of information technology. Daily opportunities to use small and large equipment help children to develop a wide range of physical skills. Children enjoy singing familiar nursery songs in English and in French where they also have opportunities to practice counting in both languages. Children are at ease in a calm environment where staff respond promptly to their individual needs. Overall, children are developing important skills that set foundations for future learning.

Children's welfare is promoted effectively through the positive practices which are incorporated within their daily routines. For example, they are learning how to keep themselves safe as they help tidy away resources and keep their environment hazard free, they learn how to use equipment safely and are regularly reminded about the importance of walking and not running. Security is a priority of the nursery, for example a close circuit television system monitors all visitors to the nursery. Children are developing valuable social skills as they learn to share resources and respect each others' needs. Older children show due consideration to their younger peers, for example, as they give them support to complete puzzles and model writing their name. Children are well behaved as they follow the positive adult role models presented to them. Staff consistently reinforce sharing and respecting each others feelings. Children's good health and hygiene is promoted through regular hand washing before snack and lunch times. Meal and snack times are sociable occasions with children enjoying a good range of healthy foods including freshly prepared fruit and vegetables. Drinking water is available freely to all children to access as they require. Older children are adept at pouring their own cups of water. Effective procedures are followed by staff to ensure the health of children, for example, bedding is individual to each child sleeping.

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

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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