

Gan Alon Pre-School

Inspection report for early years provision

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Inspector Fay Shelton

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Type of setting Childcare - Non-Domestic

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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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Gan Alon Pre-School registered in September 1996 and is run by a parent committee. It operates from a purpose built facility in a synagogue, in the London Borough of Finchley. Children have access to a secure outside play area. The pre-school operates from 9.15am until 12.15pm, Monday to Friday, term time only. In addition, two other services are available, a lunch hour from 12.15pm until 1.15pm and an extended day from 1.15pm until 2.30pm, on Monday to Thursday. On Friday all children leave at 12.15pm after the Kabbalat Shabbat ceremony. A maximum of 32 children may attend the pre-school at any one time, aged from three years to five years. There are currently 21 children on roll. The pre-school is funded for the provision of some free early education for three and four-year-olds. Children come from the local area and attend for a variety of sessions. The pre-school employs seven members of staff, five of whom hold appropriate early years qualifications. Four members of staff are qualified at level 3 and one member of staff is qualified at level 5. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and content in the welcoming pre-school where their welfare and care needs are met appropriately overall. Children are making sufficient progress towards the early learning goals in most areas of learning. Arrangements for safeguarding children are satisfactory overall, although staff do not request written permission from parents for seeking emergency treatment and risk assessments are not carried out for every outing. Risk assessments for the premises do not identify everything with which a child may come into contact with and recruitment procedures, although suitable, are not fully rigorous. Partnership with parents is a key strength for this pre-school. Self-evaluation is satisfactory and identifies some areas for improvement. Staff have made improvements since the last inspection and show that they have a suitable capacity to make on-going improvements.

What steps need to be taken to improve provision further?

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

- request written permission from parents for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 29/11/2011

- carry out a full risk assessment for each and every outing (Safeguarding and promoting children's welfare)

29/11/2011

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

- improve children's understanding of healthy practices with regard to hand washing after toileting and before meal times
- improve the record of risk assessment to include everything with which a child may come into contact
- have an up to date understanding of safeguarding children issues with particular reference to Criminal Records Bureau guidance relating to the portability of Criminal Records Bureau checks.

The effectiveness of leadership and management of the early years provision

Overall, staff have sufficient knowledge and understanding of how to protect children from harm. The pre-school has many useful policies and procedures in place that are implemented by staff to support some aspects of children's welfare and learning. However, staff do not risk assess each type of outing prior to taking children off the premises. Staff carry out daily safety checks of the rooms that are to be used by the children. Although the environment is safe and secure for the children, staff are not consistent in checking everything with which a child may come into contact with. In the main appropriate recruitment systems are in place which assess the suitability of staff working with the children. However, the management have accepted recent Criminal Records Bureau disclosures for staff from previous employers. Staff holding CRB Disclosures from previous employers have unsupervised access to children and the management have not yet instigated their own checks in order to rigorously assess suitability themselves. There are suitable systems in place to record the children's attendance, any accidents and administered medication. However, the pre-school does not request permission from parents for them to seek emergency medical advice or treatment for children. This potentially compromises children's well-being. Whilst staff encourage independence, systems to prevent the spread of cross infection are not fully minimised.

Children are sufficiently helped to consider and value diversity and cultural differences. Some resources reflect positive images of people in society. As well as celebrating events from the Jewish calendar, staff have started to introduce some activities inspired by other religious and cultural festivals. For example, Christmas, Diwali, black history month and Chinese New Year. Children have access to a suitable range of resources that cover all areas of learning. These are clean, suitably maintained and accessible to the children.

Systems of self-evaluation reflect the strengths of what the pre-school does well. It identifies and acts upon some areas for further development that will benefit the outcomes for the children. For example, plans are in place for work to start in the

coming weeks to extend the outside area for larger equipment such as; large climbing equipment and an area for gardening. Management recognise the importance of continuous improvement and have worked hard to establish a suitable environment for children in the new premises. Recommendations from the previous inspection have been addressed for example; clear boundaries for children are now in place. These are reinforced through visual signs and support from staff. Consequently staff demonstrate a suitable capacity to maintain improvements.

The pre-school has positive relationships with parents ensuring that the learning and development needs of the children are met. Parents and children are regularly asked for their views and these are used to develop good quality care. Parents are kept well informed about their children through a variety of communication methods. For example; regular emails, verbal daily feedback, family days, meetings with their child's key person and the manager. The effective liaison with parents and carers contributes to improvements in children's development and achievement.

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

Children are cared for in a friendly, welcoming environment. Staff's sound knowledge of the learning and development requirements and the well organised learning environment help children to make suitable progress towards the early learning goals. Staff make regular observations on children at play to identify what they can do. Staff develop activities for children with the use of observations that identify their interests and plan for their next steps. Children are broadly content and settled and willing to take part in activities. Children are made aware of potential risks and how to prevent accidents, for example, they know not to run inside in case they should fall or bump into others. Children demonstrate confidence and security at the pre-school due to good interaction from staff.

Children are sociable and develop good self-esteem as they make their own choices and decisions over what they want to play with. Children choose what to play with from the range of activities set out for them. For example, they choose from a selection of books, building and constructing, easel painting, sponge printing, water and sand play activities and the role play area. Photographs of children taking part in a wide range of activities are displayed at the entrance of the pre-school giving children the opportunity to show them to their parents and to promote children's self-esteem. Their learning and competence in communicating is appropriately supported. Staff interact with the children, engaging them in conversation and promoting their language abilities. Children enjoy looking at books for pleasure and participate well in story sessions. Staff effectively encourage and praise children for their achievements and this promotes their self-esteem. Children are well behaved and treat others and property with care and respect. Staff lead by example and encourage an atmosphere of cooperation and calm, they recognise and reward good behaviour and effort by praising children.

Children develop an awareness of the benefits of healthy eating as they enjoy a range of healthy snacks such as fruit, raw vegetables and breadsticks. In addition they are offered milk or water. Children are beginning to develop an understanding of a healthy lifestyle, through projects such as 'Happy Healthy me'. This project gives children the opportunity to take home a camera to take photographs them of eating, resting and exercising. Children then discuss the results and benefits with their key person and make a booklet to take home. Daily access to outdoors and fresh air promote the children's health and well-being. Some children wash their hands independently and visual displays encourage this further. However, staff do not consistently remind children of the importance of hand washing. Sometimes children do not wash their hands after using the bathroom and this does not fully minimise the risk of infection. The pre-school's computer is readily accessible to the children and staff actively encourage children to use it to support their learning. Overall, children generally secure the skills they require in order to progress in their learning.

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

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| 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

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| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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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