

# Menorah Girls High Creche

Inspection report for early years provision

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**Unique reference number** EY427927  
**Inspection date** 05/12/2011  
**Inspector** Maria Conroy

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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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## Description of the setting

The crche registered in 2011 and operates from the Menorah High School for Girls, in Dollis Hill, in the London Borough of Brent. The crche provides care for children of teachers at the school and offers spaces to teachers from another school close by. The crche operates from one room on the ground floor of the school. A separate entrance is available for parents to drop off and collect their children. There is currently no outdoor area as this is being developed. The crche employs four staff to work with the children, three of whom are suitably qualified.

The crche is registered to care for a maximum of 18 children in the early years age range at any one time. The crche is registered on the Early Years Register and there are 13 children on roll in the early years age range, who attend on a part-time basis. Staff offer support to children for whom English is an additional language. The crche opens during school term times, on weekdays from 8.45am to 4.20pm.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children are happy and settle well since staff meet most of their needs. Staff have suitable systems for self-evaluation in place and they are committed to making further improvements. The process of observation of children's achievements is in its early stages and has yet to identify next steps for their development. The indoor area promotes children's learning, although there are few opportunities for children to explore and investigate everyday items; in addition, the outdoor area has yet to be developed to support learning. The staff have developed a procedure for evacuating the building in the event of a fire; however, they have yet to practise this with the children. Partnerships with parents are generally positive and staff obtain some information about other settings the children attend, though this process has yet to be fully developed.

## What steps need to be taken to improve provision further?

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

- ensure there is a balance of adult-led and freely-chosen or child-initiated activities delivered through outdoor play (Organisation)

29/03/2012

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

- analyse observations to help plan 'what next' for individual children; use the practice guidance for support to plan and provide a range of challenging and exciting activities to support children's developmental progress
- undertake regular evacuation drills and record the details in a fire log book of any problems encountered and how they were resolved
- improve continuity in care and learning by sharing relevant information with each other and with parents, when children attend more than one setting that provides the Early Years Foundation Stage
- provide a range of everyday objects for babies to explore and investigate using many of their senses.

## **The effectiveness of leadership and management of the early years provision**

Children are generally well protected and safeguarded. The staff have a suitable knowledge and understanding of how to make a safeguarding referral, should the need arise and a written procedure is available to support practices. Staff undertake suitable risk assessments and as a result, the environment is safe for young children to use. Recruitment procedures are suitable and there are systems in place to check staff suitability, including Criminal Records Bureau checks. Consent forms are signed by parents to agree to procedures, such as seeking emergency medical treatment, which ensures that the staff are made aware of any specific requirements parents may have. The staff have devised fire evacuation procedures, though they have yet to undertake them with the children, as a result they are not aware of any problems that may occur.

The staff are beginning the process of identifying their strengths and weaknesses; however, this is still in its early stages. They continue to evaluate the service they provide to make further improvements. For example, training has been arranged for unqualified staff to enable them to work towards gaining a professional qualification. This demonstrates a positive attitude and a sound capacity to maintain improvements.

The staff support children in their learning by taking part in their play. They ask open-ended questions and encourage children to think for themselves. The staff are in the early stages of defining the different areas of learning. Resources are generally well used to promote spontaneous learning, for example, as children complete puzzles the staff encourage them to count the numbers one to three. Toys and resources are set out attractively to encourage children to engage and explore. However, there is less opportunity for very young children to investigate everyday items. They do not access, for example, treasure baskets where they can handle objects made from different textures.

The staff find out about children's individual needs, for example through the 'all about your baby' form, where parents share information with the staff about their child's needs. Staff are effective in supporting children whose first language is not English, which encourages children to settle well. The staff are beginning to introduce resources to enable children to value differences within the community, for example, pictures and posters on the wall.

The staff have a generally positive relationship with the parents ensuring each child's needs are met. Parents are kept informed by means of a discussion at the end of each day. A notice board is being developed to enable them to view the planned activities for their children. The policies and procedures in place are shared with parents when they place their child, which enables them to be kept fully informed of how the crche operates. Parents comment they are very happy with the care provided and they like the warm welcoming staff who make their children feel secure. The process of working in partnership with other settings children attend is in its early stages; the staff obtain information from parents but have yet to establish effective links with the other professionals.

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

The staff have a suitable knowledge of the Early Years Foundation Stage. They work well as a team, keeping each other informed of children's needs, which enables individuals to be supported in their daily care. They have begun to undertake observations on the children. However, they have yet to use the information effectively to contribute to the planning of activities, to differentiate how it will support each child's development. Although there is an outdoor space, it has yet to be developed; as a result, children do not have the opportunity to engage in regular outdoor play.

Children's language skills are supported as they enjoy listening to familiar stories, singing songs and taking part in action rhymes. They are learning to use mathematical terms such as 'big one' and they are beginning to mark make using pens and paper. Children enjoy taking part in art and craftwork, for example, they paint leaves and make collages. They complete puzzles and explore battery-operated toys. All of which beings to promote the skills they require when they move onto nursery.

Children are developing a sense of security and belonging, because the staff provide a warm and welcoming environment. They are learning to understand boundaries that are in place to keep them safe. Children are kept safe and their independence is encouraged; when they go to get their nappy changed, they push the door open using the middle of the door rather than near the edges, thus protecting their fingers.

Children are beginning to learn to have a healthy lifestyle. They eat foods provided by their parents and staff are vigilant of children who have allergies, in order to protect them. Children have some opportunity to engage in physical activities indoors, for example they climb the slide, ride the bikes and take part in action rhymes. However, the outdoor area has yet to be suitably developed to enable children to have regular opportunity for outdoor play.

Children are developing their confidence and building sound relationships within

the crche. They behave well and receive praise for being kind and taking turns, for example, staff tell them 'I love it when you share'. In addition, their artwork is displayed on the wall, thus promoting their confidence and self-esteem.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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