

Sharon Kindergarten

Inspection report for early years provision

Unique reference number	147614
Inspection date	13/12/2011
Inspector	Clair Stockings
Setting address	Finchley Synagogue, Kinloss Gardens, Finchley, London, N3 3DU
Telephone number	020 8346 2039
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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*.

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

Sharon Kindergarten was registered in 1971. It operates from two rooms in the Finchley Synagogue, in the London Borough of Barnet. The kindergarten is open each weekday from 9am until 3pm from Monday to Thursday and until 12 noon on Friday. Children have access to a secure, enclosed outdoor play area. The kindergarten is funded to deliver free early education to children aged three and four years.

The kindergarten is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children from two years to under eight years, of these, not more than 10 may be under three years may attend at any one time. There are currently 27 children from two years and six months to four years and three months on roll.

The kindergarten employs nine members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The kindergarten provides an inclusive environment where children are making good progress in their learning and development overall. However, outdoor play is not fully planned for to further extend children's learning experiences. Mostly, children have good opportunities to develop their independence skills through a stimulating range of play experiences. Children's individual needs are met well as a result of the good quality care they receive and the effective way the staff work with parents. Staff have a good capacity to self-evaluate their practice and work towards continuous improvement for the benefit of all children.

What steps need to be taken to improve provision further?

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

- support children's growing independence, with particular regard to helping to prepare their snack
- provide further well-planned experiences outdoors which support children to learn with enjoyment and challenge.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of local safeguarding procedures which helps them to protect children effectively. Good recruitment and vetting procedures are in place to check that adults caring for children are suitable to do so. Staff make effective use of detailed risk assessments to check that the areas used by the children are safe. The environment is well organised with a varied range of resources readily accessible to children. It allows children to move around safely, to play in areas of their choice and to make independent decisions.

Partnerships with parents and carers are good. Staff use daily discussions to keep parents informed about children's development and well-being. They also provide parents with useful information on display boards. This means that parents and carers are involved in their children's learning. Parents speak warmly of the staff, commenting on how caring and approachable they are. Staff have established effective relationships with other professionals and external agencies. This helps to ensure a shared approach to children's care and learning.

The committed staff team promotes children's understanding of similarities and differences through a broad range of resources and activities. Children are introduced to a range of cultures and religions. For example, they listen to stories and celebrate some significant festivals of different faiths. In addition, they have access to a good selection of multicultural play resources that reflects positive images of the wider world. This creates an inclusive environment that encourages all children to feel a sense of belonging and promotes their self-esteem.

The manager demonstrates a strong commitment to driving and implementing improvement in order to enhance the outcomes for children. There are effective systems in place to help the manager and staff team evaluate their practice. The recommendations from the last inspection have been successfully addressed, for example, in respect of the review of hand washing procedures. This helps to ensure children are fully protected from the risk of spread of infection.

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

The kindergarten provides a good start to children's learning and play experiences. The high priority placed on children's welfare and personal development means that they feel secure and settle in quickly. As a result, they make good progress towards the early learning goals and clearly enjoy their time in kindergarten. Staff have a growing knowledge of the Early Years Foundation Stage and use this effectively to support children in their learning. They make good use of observations to identify individual children's next steps in all required areas of development. They plan effectively for learning experiences indoors although planning for outdoor play is less well-developed. This means that children's play outside may not always challenge them fully.

Children develop their spoken language well as, supported by staff, they enthusiastically sing familiar songs and rhymes, hold conversations and answer challenging questions. They develop an effective understanding of written language through the successful use of books, labels and signs. Children's early writing skills are purposefully supported as they make patterns with their fingers and small world figures in the sand. They have good opportunities to develop their creative skills using paints, construction toys and role play. They have good access to information and communication technology to support their learning. This contributes effectively in helping them to develop good skills for their future lives. They develop their problem solving skills and mathematical language through practical activities with effective support from staff. For example, when playing in the construction corner they use these skills to plan and build a tower. Staff extend their learning by showing a keen interest and asking appropriate questions.

Children's emotional well-being is nurtured by the warm and purposeful interaction of the staff. They clearly apply consistent boundaries so that children develop a good understanding of what is expected and display positive behaviour. Children are well behaved as they take turns and share resources, demonstrating respect for each other. They contribute to the welfare of others as they help to tidy away at the end of the session.

Children develop a good understanding of healthy lifestyles. Nutritious and healthy food, which includes fruit and vegetables, is provided at snack time. However, currently, snack time does not maximise opportunities for children to develop independence skills by helping to prepare their snack. Children have good access to fresh drinking water, which they can help themselves to when they are thirsty. This helps children to develop an awareness of their own bodily needs.

Children benefit from regular access to fresh air and exercise during outdoor play. In addition, they enthusiastically participate in weekly yoga and musical movement sessions delivered by visiting specialist teaching staff. These sessions help children to develop their larger muscles and coordination skills. Children are developing a good understanding of the importance of personal hygiene as they are encouraged to wash their hands before eating and after using the toilet.

Children effectively learn about safety through regular fire evacuation practices. Exciting visits to the kindergarten by the police and fire brigade reinforces children's understanding of important issues, such as road safety. Supported by attentive staff children safely use a range of utensils and resources.

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	2
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