

Gan Menachem Hendon

Inspection report for early years provision

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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

Gan Menachem Hendon was registered in 2011 and it is a charity run nursery. The nursery operates from the Kisharon Building in Hendon in the London borough of Barnet. Children have access to five play rooms and an enclosed outdoor play area as well as a large garden.

The nursery provides a service for children from the local community. It is open Monday to Thursday from 9.30am to 3.30pm and on Fridays from 9.30am to 12 noon.

The nursery is registered to care for a maximum of 62 children under eight years; of these, 62 may be in the early years age range. There are currently 54 Children in the early years age range on roll. The nursery is in receipt of funding for early years education.

The nursery supports children with special education needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of staff. Seven staff hold early years qualifications. The manager holds the Quality Teacher Status; Early Years Professional Status and a level 4 qualification in Management. One staff member is currently completing an early years degree and five staff members are working towards QCF Diploma level 3.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Gan Menachem nursery provides a warm, nurturing and inclusive environment where children are settled and happy. Each child is valued and their interests and enthusiasms are sought out and nurtured. Generally good partnerships with parents ensure that children's individual needs are identified and fully catered for. Staff work well with a range of professional agencies to ensure that children with special educational needs and/or disabilities benefit from a very positive and rewarding experience. The manager reflects upon the provision at every opportunity and is aware of key areas they would like to develop, for example, the provision for outdoor play within the nursery.

What steps need to be taken to improve provision further?

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

- develop ways in which parents are supported and encouraged to share, contribute and update information, to become fully involved in their child's continuous learning and assessment records
- develop further the daily use of the outdoor environment to offer children freedom to explore, use their senses, and be physically active and energetic.

The effectiveness of leadership and management of the early years provision

Robust and clear vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. Ongoing suitability of staff is monitored through an effective appraisal system. Staff show a commitment to training to ensure that children are well cared for by adults who are qualified and experienced. Staff have good knowledge of safeguarding children and have received child protection training. This is to ensure that they are fully aware of their roles and responsibilities in protecting children from harm. Robust risk assessments are carried out regularly and daily safety checks ensure that any potential hazards to children are minimised.

The premises is organised in order to meet the needs of the children and to ensure it is safe, secure and welcoming. Comprehensive policies, procedures and all records required for safe and efficient management to meet all children's needs, are well maintained and reflect current legislation. Staff are clear about their roles and responsibilities and have a strong commitment to continual professional development. Successful planning ensures that staff are suitably deployed and a broad range of resources are freely accessible, helping children to make independent choices.

The experienced manager has a clear vision of the nursery. She effectively shares her ambition for the nursery and is beginning to implement improvements that are likely to have positive outcomes for children. For example, she has identified future plans for the outdoor play space to provide children with further opportunities to develop their physical skills; to promote and enhance their play experiences.

The nursery actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Children's understanding of diversity and difference is enhanced. They learn about some special events around the world such as, Chinese New Year. The nursery provides good support for children with English as an additional language. For example, staff communicate effectively with the children in English and Hebrew. In addition, staff ensure that prints in both English and Hebrew are clearly displayed, further encouraging and supporting children's communication skills. This helps the children to feel well settled and included. Children with special educational needs and/or disabilities are very well supported because of staff's dedication to offering them the best possible opportunities whilst they are at the nursery. Staff's knowledgeable methods of observing and assessing children mean that any special educational needs and/or disabilities can be identified at an early stage. Staff work well with a range of

professional agencies, such as the Area Special Educational Needs team to develop and monitor individual educational plans. This is to ensure that children benefit from a very positive and rewarding experience.

The nursery works effectively in partnership with parents. Parents receive comprehensive information about the setting. Staff ensure that parents provide detailed written information about their children's individual needs including any special educational needs and/or disabilities, medical and linguistic requirements. The key person is effective in keeping parents well informed of their children's progress. The informal friendly approach enables parents to verbally share their knowledge of their children with the staff. Parents are provided with regular newsletters to keep them well informed about future plans and events. Parents are invited to regular meetings to meet with staff to discuss their children's achievements. However, parents are not yet encouraged to contribute to their child's continuous learning and assessment records. Parents provide positive feedback and are complimentary about the care their children receive.

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

The highly motivated and enthusiastic staff team provide a homely, welcoming and stimulating environment for children. Children are happy and well settled. The staff team are dedicated, caring and supportive. This enables children to feel safe, secure and develop a good sense of belonging to the nursery. Children show an interest in the activities available and relate well to their peers and staff, who support and encourage them to develop in confidence. They receive positive interaction from the staff, who spend time talking and playing with them.

Children are provided with good play opportunities to help them make progress across all six areas of learning and development. There is a good range of stimulating activities available for children to choose from, which link to each of the six areas of learning and five outcomes. This ensures that all children are able to participate in activities. As a result, they make good progress in their development and are motivated to learn. An effective key person system and staff's good skills in identifying next steps in learning. ensure that individuals' interests, capabilities and ages are taken into account in the planning of activities. Each child has a record of achievement folder that is always accessible to their parents. This is sensitively written in a way which gives complete ownership to the child. This includes photographic evidence of their work and clearly shows their progression during their time at the nursery.

Throughout the nursery, children are developing skills for the future through the range of activities. For example, children are developing their early writing skills, as they draw recognisable pictures and some older children are beginning to form simple letters in their names. Self-registration provides good opportunities for children to identify and display their names on a board when they arrive at the nursery daily. Children thoroughly enjoy looking at books, listening to stories and excitedly point out pictures they recognise. Children are developing their problem

solving skills while completing simple jig saw puzzles. They match, sort and compare and are counting to ten and beyond.

Children use their imagination and express their thoughts and ideas while using a good range of art materials to develop their creative skills. They show their delight while playing a selection of musical instruments as they explore how sounds can be changed and thoroughly enjoy moving to the rhythm.

Children are developing a good understanding of personal hygiene. They are beginning to make good connection between participating in regular hygiene routines and maintaining good health. This includes regular hand washing after using the toilet and before snack times. Children enjoy eating healthy snacks and lunches that are provided by their parents which support their individual dietary needs. Drinking water is available throughout the day. Daily access to the outdoors for fresh air and exercise promotes the children's health and well-being. Children understand how to keep themselves safe from harm, by listening to staff talk about how to stay safe in the nursery. Fire drills are practised regularly, which ensures children understand what to do should the need to evacuate the premises arise.

Children are well behaved. They develop close friendships and play cooperatively; sharing and taking turns. They learn to be responsible and to consider others because of staff's good role modelling, skilful questioning and discussions.

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