

Alonim Kindergarten

Inspection report for early years provision

Unique reference number	147495
Inspection date	02/03/2012
Inspector	Samantha Smith

Setting address	Southgate & District Reform Synagogue, 120 Oakleigh Road North, London, N20 9EZ
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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

Alonim Kindergarten opened in 1982. The setting is a Jewish progressive Kindergarten, which also accommodates children from other religions and cultures. It operates from the Southgate and District Reform Synagogue in Whetstone which has now changed its name to Sha'arei Tsedek. The kindergarten serves the local and wider community. The kindergarten operates from the community centre within the synagogue. The kindergarten operates each weekday, during term time. Sessions are from 9.30am until 12.30pm. There is an extended day facility until 3pm on Monday and Tuesday. The kindergarten is registered on the Early Years register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 35 children. There are currently 25 children aged two to five years on roll. This kindergarten is in receipt of funding for free early education for three and four year old children. The setting supports children with disabilities and /or learning difficulties and provides care for children who are learning English as an additional language. There are 10 staff, including the manager, who work directly with the children. Most of the staff hold relevant early years qualifications and three staff hold a degree in Early Childhood studies, The kindergarten is also supported by a qualified teacher and receives regular support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children clearly benefit from attending the highly stimulating and welcoming environment that positively reflects their backgrounds and that of the wider community. Children make excellent progress and outcomes are consistently outstanding and good in some respects. As a result, children are making significant gains in their learning; with most achieving beyond the early learning goals before they are ready to move onto school. Partnerships with parents, carers and others involved in the care of the children are excellent and overall, make a significant contribution towards the children's well-being and learning. There is a strong ethos of inclusive and reflective practice throughout the setting. The ongoing self-evaluation of the provision incorporates the views of children, parents and all staff members and as such, ensures there is a high capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further existing assessments arrangements to show how parents contributions are used to support their children's ongoing learning.

The effectiveness of leadership and management of the early years provision

The leadership and management of the kindergarten is excellent. The manager is remarkably successful in inspiring the enthusiastic staff team in working towards sustaining ambitious targets. Morale is very high and belief in the setting's success runs throughout the whole staff team. Staff have a wealth of knowledge and experience and ongoing professional development is encouraged through staff training, which enables staff to build on their existing knowledge. There is a clear vision for the provision and a strong commitment to maintaining continuous improvement and providing the best possible outcomes for all children. High regard is given to the children's safety and the kindergarten has thorough and robust procedures in place to protect children from harm. Staff are subject to ongoing suitability checks, a security guard is employed to closely monitor and check the identity of all visitors and alarms are strategically fitted to certain doors. Staff have a comprehensive understanding of safeguarding issues and the procedures, should there be any concerns about the welfare of a child. Risk assessments are undertaken regularly and prompt action taken to address any areas of concern and detailed records are available to demonstrate this. Staff successfully promote children's understanding of safety issues. Consequently, children have an excellent awareness of how to keep themselves safe and learn to manage risks for themselves. Policies and procedures for the safe and efficient management of the kindergarten are comprehensively written and implemented successfully.

Staff have established highly effective partnerships with other professionals with whom they work closely to support children with additional learning needs and English as an additional language. This enables them to thrive and make excellent individual progress. Inclusive practice is at the heart of the kindergarten's success. Staff work extremely hard to ensure that all children are effectively integrated and achieve to their full potential. The learning environment, both indoors and out, is extremely well resourced and organised to fully support children's learning.

The kindergarten is highly committed to working in partnership with parents and they provide a holistic approach to working with children and families. Relationships are warm, friendly, yet professional and parents in turn inform that they have complete trust in the staff. Elected parent representatives play a lead role in supporting such partnerships. Staff hold regular coffee mornings and facilitate highly successful workshops throughout the year aimed at promoting success within families, and parallel working. As a result, parents feel fully included, supported and highly valued.

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

Children thrive in a homely and dynamic learning environment that they are eager to attend each day. Most make significant gains in their learning across all areas, show high levels of independence, and demonstrate an enthusiastic and positive attitude towards learning. Children enjoy themselves enormously as they readily explore and discover the indoor and outdoor environment.

Staff are adept at extending children's language and thinking skills. They ask thought provoking questions and continually engage children in conversation and problem solving tasks through various activities and daily routines. The exploration of letters and sounds encourages children's understanding of the alphabet and there is very good provision in place to promote early reading and writing skills. This means children are developing excellent literacy skills for the future. Children show great skill in counting and simple calculation and others are extremely proficient in using computers. They complete simple programmes and expertly navigate their way through search engines to find their favourite internet pages. Creative resources are freely available and children experiment using different media. Children listen attentively to stories and practice their speaking and listening skills as they engage in role play activities. They play in a well-organised outdoor area where activities and play experiences, reflect those offered inside. Their knowledge and understanding of the world is significantly enhanced as they go searching for mini beasts and enjoy visits from the farm. Children have first hand experiences handling different animals. Overall, children are extremely well prepared for their future learning experiences.

Children's safety and well-being is highly fostered. Staff obtain information about dietary requirements and they are vigilant and sensitive in the care provided for children who have medical concerns. Staff make excellent use of the comprehensive observation and assessment systems and track children's progress in all areas of learning. They record children's emerging skills and record when they have achieved a developmental milestone. Parents are encouraged to complete an initial assessment, which is used to establish children's starting points. Periodical meetings with parents provide opportunities to discuss and view their children's assessment records. Although, current assessments arrangements do not show how parents continue to contribute towards ongoing assessments.

Children gain awareness of diversity through everyday experiences. They learn about cultural and religious festivals, share visits with other religious groups in the area and take part in fundraising events for various national charities. Behaviour is exemplary; children show an excellent awareness of responsibility both in the nursery and as part of the extended community. There are excellent opportunities for children to adopt healthy lifestyles. They engage in regular outdoor activities, acquire, and develop new skills through a range of physical activities. They enjoy a wide variety of nutritious snacks and help themselves to water throughout the day. They wash their hands independently and demonstrate a clear understanding of why they do this. They show a strong sense of security and are very confident in sharing concerns with staff. They demonstrate an excellent understanding of

personal safety and respond to familiar boundaries as they move around the setting freely, taking great care when using the equipment. For example, when playing on the climbing frame, children ask staff to hold their toys whilst they climb up ladder and take them back when they have safely reached the top.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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