

Bushey Ganim Lower and Upper School

Inspection report for early years provision

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Inspector	Tina Kelly
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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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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

Bushey Ganim Lower and Upper School operates from the Bushey and District Synagogue. There has been a pre-school nursery at the synagogue for over 45 years. The lower school runs from a large hall and caters for children aged from two years to rising three years. The upper school caters for children from three to five years. They have use of three rooms with additional play space in the foyer. Children from both schools have direct access to the secure and well-resourced outside play area. Both settings may also use the large meeting hall within the synagogue.

Bushey Ganim is open five days a week during school term time. The opening times are 9.30am to 12.30pm, Monday to Friday. The upper school offers afternoon session, with lunch on a Monday and Wednesday until 3pm. Lower school provide a lunch club until 1.30pm. The setting is registered on the Early Years Register to care for a maximum of 76 children at any one time, there are currently 65 children on roll. The setting is able to support children who have English as an additional language and children with special educational needs and/or disabilities. The setting caters for the Jewish community. Children attend for a variety of sessions.

The setting is managed by two joint head teachers, who have Qualified Teacher Status and who are also the designated staff for safeguarding. They are supported by named deputies, who are the designated staff for special educational needs. An extremely well-qualified staff team, who have a wide range of experiences and qualifications that include National Vocational Qualification Levels 3, 4 and 6, work with the children. Several staff are working towards an early years degree and Early Years Professional Status. The setting is a member of the Pre-school Learning Alliance and achieved a green rating in the Hertfordshire RAG rating process in 2012. They receive support from the local authority early years development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress in their learning and development. The highly qualified staff team have an extensive knowledge and understanding of the Early Years Foundation Stage. This enables them to plan extremely well to provide a stimulating range of learning opportunities based on the children's individual interests and needs. Most of the information is used effectively to identify children's developing skills and plan for the next steps in their learning. Relationships with parents, other early years providers and support services are highly positive, which enhances the children's overall learning and development. Robust and detailed documents for the well-being of the children and for the smooth running of the setting are well established. The committed, highly qualified and experienced staff team demonstrate a very strong commitment to continuing their professional development through regular training. The comprehensive

evaluation process shows that the setting continually reviews their practice, identifies areas that are working extremely well and areas to be further developed.

What steps need to be taken to improve provision further?

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

- ensuring further planning for the children's next steps are based on their individual learning plans and promote their existing talents.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as there is a comprehensive awareness of safeguarding issues among the staff, all of whom have attended recent training. The setting's work with support agencies is exemplary. They liaise closely with the local children's centre to ensure appropriate support for all children and families. Comprehensive policies and procedures alongside information being readily available to staff and families ensures that everyone involved with the children is aware of the nursery's commitment to providing a safe environment where children thrive. Thorough risk assessments are well established to monitor outings and all areas of the setting. Strategies are in place to identify and minimise risk to children. Through everyday routines, children display a growing awareness of safety issues. They are beginning to understand how to keep themselves safe with excellent support from staff. The building and space used by the children is extremely well organised and managed. Resources are of exceptionally high quality, children are given an impressive range of memorable learning experiences, which contributes to them making outstanding progress in their learning and development.

The nursery has highly positive relationships with the all groups of parents and carers, who are heavily involved in the decision making process within the setting through the regular meetings with the Parent Association and parents evenings. Their views and suggestions are taken on board to develop and enhance the provision and improve outcomes for all children. Parents and carers are well supported in helping their children to learn through their involvement in their learning journeys. Parents and family members are invited to social events and welcomed into the setting to share their skills and hobbies. The highly inclusive system of communications provides a comprehensive two-way sharing of information, resulting in strong levels of engagement for all families. The nursery welcomes visits from teachers to ensure a smooth transition to school and other early years settings. The nursery is well supported by the by the local authority development team with training and regular cluster meetings. The joint head teachers are supported by an extremely well-qualified and experienced staff team, who are highly committed to extending and promoting learning through play for all children in their care. Staff are keen to continue with their professional

development with regular training opportunities. Regular staff meetings and appraisals consistently reviews skills and identifies areas for future training. The setting has a green rating in the Hertfordshire RAG process. Improvements are identified with an action plan in place. This reflects on the setting's highly effective procedures to secure future improvements. Through excellent leadership, a committed and ambitious staff team, who are highly motivated, children's learning is promoted to an exceptionally high level, providing outstanding outcomes for all children who attend.

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

Children in both upper and lower schools are cared for in a warm, welcoming and stimulating environment. The setting recognises the vital importance of enhancing and extending children's early language and communication skills. Staff have attended the Every Child a Talker training sessions and use every opportunity to ask appropriate questions and extend children's developing speech and language. Children clearly enjoy using the small recording buttons that are frequently used to repeat words and sentences to extend individual children's vocabulary and pronunciation. The planning incorporates the many Jewish cultural events throughout the year, each celebration and festival is planned for to include cooking, craft projects, songs and blessings. During Passover, the children enjoyed taking part in making matzos crackers. The setting arranged for a company to come in to bring the experience to life for all the children in both the lower and upper school. They had the opportunity to make the dough, experience the smells and warmth of it baked in an oven and taken home at the end of the day, along with a bakers hat. This is supplemented with art and craft activities that incorporated all areas of learning and helped the young children understand many important aspects of the story, which is so important to their faith.

The in depth planning shows an interesting range of activities, which are provided to extend and promote all areas of learning. Children's learning journeys are comprehensive with effective observations and assessments, which includes comments from home with the use of the parental involvement contribution sheet. Children's individual skills are taken into account throughout the planning. However, some aspects of the detail for planning for the children's next steps are not fully effective as they are not linked to the individual child's developing skills. Equality and diversity is promoted through the varied range of resources and events planned throughout the year. Displays and resources around setting reflect many different cultures, languages and family settings. These are incorporated in the children's play with sensitive interaction by the staff. The children's voice is heard with simple activities where the children talk about the activities they enjoy. Their comments are recorded and on display. This enhances the children's sense of belonging and self-esteem.

The outside environment offers children freedom to explore, use their senses, make judgements about their own safety and to be physically active and exuberant. The use of the area is frequently reviewed and the area changed according to the time of year and interests of the children. Children's

understanding of a healthy lifestyle is promoted to a very high standard through everyday routines and experiences. They have a very good understanding of the simple hand washing routines that are in place prior to snack and lunch times. Their experiences are greatly enhanced with staff, who give excellent verbal support at all times, asking 'how many', 'is that enough' and using counting to promote the children's reasoning and numeracy skills.

Children feel safe within the setting, staff give lots of well-earned praised. They know the children extremely well, giving support and extending their learning at every opportunity. Children are active learners, show curiosity and are gaining important skills that will ensure they are well equipped to make consistent progress and develop their future learning skills to an exceptionally high level.

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

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