

Hasmonean Pre-Nursery

Inspection report for early years provision

Unique reference number 147548
Inspection date 20/02/2012
Inspector Emma Power

Setting address 8-10 Shirehall Lane, Hendon, London, NW4 2PD

Telephone number 0208 202 7704 or 0208 201 6252

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hasmorean Pre-Nursery has been registered since 1997. The nursery is situated in Hendon in the London borough of Barnet. Hasmorean Pre-Nursery operates on the site of the Hasmorean Primary School and provides care for Jewish children from the local community. The nursery is registered on the Early Years Register for a maximum of 24 children each session aged two to four years. There are currently 12 children on roll aged two to three years. The nursery supports children learning English as an additional language. The nursery receives funding to provide free early education for children aged three years. The nursery opens five days a week during term time only 9am until 12noon. The nursery employs six members of staff, all of whom hold appropriate early years qualifications; one member of staff has gained qualified teacher status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hasmorean Pre-Nursery provides a warm and welcoming environment in which all children learn and develop well, making good progress overall. They are particularly confident, independent learners, who make rapid progress in learning to keep themselves safe. Staff establish excellent relationships with parents, which contribute significantly to staff meeting children's individual needs very well. Generally, effective procedures keep children safe. The nursery successfully evaluates the provision overall to continually improve outcomes for children, and shows a strong ability to continue doing so.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessment clearly records details of any reviews undertaken, including the date of review (Documentation) 09/03/2012

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

- develop assessment records so that these are clear, and accessible to everybody who needs to see them, with particular reference to recording sufficient details of children's achievements.

The effectiveness of leadership and management of the early years provision

Effective recruitment procedures are in place so only people cleared as suitable, work with children at Hasmorean Pre-Nursery. Management check the ongoing suitability of staff, who receive regular training so they know how to keep children safe. Staff implement policies and procedures very well, such as maintaining a record of visitors, and supervise the children in their care effectively. The record of risk assessment, however, does not consistently record actions taken when staff identify hazards, which breaches a specific legal requirement; this oversight has not put children's safety at risk.

Staff have high regard for children's individuality and know the children they care for very well. Staff quickly identify a child's need for additional support and take effective steps, so all children make good progress. Jewish festivals and traditions are celebrated and staff incorporate these effectively into children's everyday learning. Children begin to understand the world around them through 'international week' where they learn something about different countries. Staff provide a wide range of resources that reflect a diverse community; these are used well to help children learn about different cultures.

Environments used by children are vibrant and stimulating. Displays of children's work, and pictures of them participating in a wide range of activities cover the walls, so boosting their sense of worth. Resources are of good quality and easily accessible to all children. This ease of access includes for those children learning English as an additional language, as resources have clear picture labels; this thoughtful provision supports their progress well. The staff organise the environment effectively in 'zones' such as an 'office area', creative and pretend play area, so all required areas of children's learning are covered. Children move freely around the nursery accessing play activities and clearly relishing their independence.

Staff have highly positive relationships with all groups of parents and carers. All children receive a home visit before they start at the nursery, which sets excellent foundations for the partnership with parents. Through this home visit, staff gain good knowledge of each child's background, starting points and needs. They use this information effectively to improve the outcomes for children in their care. Parents are thoroughly involved in their children's learning through an exceptionally well-used parent rota that results in strong levels of parental engagement. Staff keep parents very well informed of their child's progress at nursery; there are excellent two way communications. Parents are warmly welcomed into the nursery every day to talk to staff and they receive weekly newsletters. Staff invite parents to evening meetings where they can discuss their child's progress. Parents speak very highly of the nursery.

The management and staff have effective systems in place overall to monitor the quality of the nursery. They are aware of the need to develop information and communication resources, for example. Well-established partnerships with other organisations provide the staff with information to continually develop and improve

the outcomes for children. The staff value the views of the parents and children who use the nursery, and those of the school staff, where the nursery is situated. The head teacher visits regularly and provides the staff with ideas for improvements. Management and staff successfully implement these suggestions, along with recommendations from their previous inspection, so improve outcomes for children well. Managers encourage staff to attend training sessions to further their knowledge in caring for children and are supportive of new ideas that improve children's learning and development.

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

Children are happy and settle quickly in well-organised environments. They show a strong sense of security and belonging within the nursery, which stems from a quickly established 'key person' system. Progress in all areas of learning is promoted well as staff plan activities that embrace children's interests. Children benefit from the broadly effective systems to observe and assess their achievements, with children's key persons well aware of what children need to learn next. Records do not always consistently reflect a child's ongoing achievements, however, so that children's next steps are clear and accessible to everybody who needs to see them, such as when key persons are absent.

Staff show great skill in communicating with children, which encourages them to both flourish and display high levels of confidence. Children have excellent relationships with the staff and their friends. The staff are exceptional role models for the children, creating an atmosphere of kindness and respect. The nursery is filled with laughter as they all share news from the weekend. One child explains how she squashed her banana on the way to nursery, making the other children laugh and join in with stories of their own. The staff value the children's stories and ideas; they listen carefully to them when they speak, and encourage further learning through gentle questioning.

Children are extremely independent because the nursery is organised to encourage children to take the initiative and seek out their own learning experiences, which they do happily. Children's behaviour is exemplary and they behave responsibly, tidying up what they play with as they move around the nursery. Children have an excellent understanding of how to stay safe and take great care when using suitable knives to cut up fruit for snack time. Children talk about the dangers of hot radiators and how to be careful when swimming. Helpful teaching from staff supports children to learn and make them feel extremely safe at nursery.

Children engage in a wide range of physical activities, both indoors and out. Inside they jump on trampettes and learn about coordination as they navigate stepping machines. A well resourced outside area has a large fixed climbing frame to explore and provide challenge; bicycles to pedal, and tyres to practise balancing. Children make the most of being able to choose when they want to play outside, where all required areas of learning are offered. Staff support outdoor play well, Children choose to be out in the fresh air even on cold days. They learn about

healthy lifestyles in other ways too. Children eat fruit and salads for their snack, which they thoroughly enjoy. Staff and children sit at the table preparing the snack together, enjoying conversations, such as discussing different types of fruit. Children practise hygiene routines, such as washing hands independently. They proudly inform their friends 'Look, I've washed all the paint off!'

Children acquire and practise useful skills for their future lives. Staff encourage children's early numeracy through singing suitable songs and modelling mathematical language during play. Staff ask children how big their holiday suitcase was, for example, engaging children enthusiastically with actions and prompting laughter. Children use different materials to make pictures and excitedly show parents their 'typing'. There is a computer, which children use regularly. Thoughtful planning encourages children to develop an understanding of the natural world, such as planting grass seeds, carefully watering these and watching them grow. Children at Hasmorean Pre-Nursery are interactive and inquisitive learners who enjoy their time at nursery.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

