

Keren's Nursery

Inspection report for early years provision

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Inspection date	12/06/2012
Inspector	Julie Biddle

Setting address	Belsize Square Synagogue, 51 Belsize Square, LONDON, NW3 4HX
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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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Description of the setting

Keren's Nursery was registered in 2011 and is run by a private provider. The setting operates from Belsize Square Synagogue, in the London Borough of Camden. Children have access to three rooms on the ground floor and second floor of the building. There is an enclosed garden area for outdoor play.

The setting is open each weekday from 8am to 4pm term time only. Children can attend for a variety of sessions. A maximum of 56 children may attend the setting, which is registered on the Early Years Register. There are currently 24 children on roll. The setting supports children learning English as an additional language. The setting is in receipt of funding for the provision of free early education for 3 and 4 year old children. The setting employs 12 staff; over half are qualified to NVQ at level 2 and 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a warm, inclusive environment where they are settled and secure. High-quality systems are in place to ensure that all children's individual needs are known and respected. Children make very good progress in all areas of learning, because staff are skilled at interacting with them and have a good understanding of how children learn and develop. The highly effective partnership with parents is strong and ensures positive relationships develop. The management team demonstrate a genuinely enthusiastic commitment to continuous quality improvement and monitoring of the provision.

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 to do things for themselves at meal times.

The effectiveness of leadership and management of the early years provision

The setting demonstrates a strong commitment to safeguarding children. A robust recruitment procedure that includes criminal record checks and references is in place. In addition, a detailed induction period where staff are closely monitored to make sure they are suitable to work with children. Staff demonstrate a good understanding of their role in safeguarding and the procedures to follow if they have any concerns. Systems for recording visitors to the setting are excellent.

Entry is monitored by security staff and close circuit television; this prevents any strangers entering the areas where the children are cared for.

Daily safety checks ensure the premises, toys, equipment and activities are suitable and safe for the children attending. Staff are vigilant in supervising the children. Highly effective systems for staff deployment contribute to a well-managed environment, where children are safe, secure and happy.

The management team support and inspire the staff as they successfully communicate their vision for the setting. The staff are a strong motivated team who share a common sense of purpose. They are dedicated to their roles, and work hard to establish good learning opportunities for all the children. The management team are very enthusiastic about their role and consequently stimulate the enthusiasm of the staff. Staff are encouraged to access available training, meaning they remain motivated in their work with the children. Many members of staff are currently involved in training to broaden their skills and knowledge in the childcare field. The management team has made good use of self-evaluation processes to continuously monitor the provision and to plan for improvements that are robust and achievable. The setting has a positive attitude towards the good links with other professional agencies to ensure that children with special educational needs and/or disabilities receive the support to meet their needs effectively. Children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity, by ensuring that all children and their families are valued and respected.

Partnerships with parents are highly effective. They receive a first-rate range of information about the setting. Daily discussions, with regular opportunities to view their children's observation and assessment records, mean they feel fully included in their child's day. In addition, a notice board is used to inform parents what has happened each day. This results in strong levels of engagement and gives parents the opportunity to contribute to their child's day. The staff work very closely with parents as their children settle. This close working partnership and detailed paperwork supports the staff in knowing as much as they can about the children. Details, such as languages spoken in the home, mean the management team are able to deploy staff to communicate with the children. Parents receive regular updates about their children through their preferred method of communication, for example email, text or phone calls. This is particularly supportive as children settle. Parents speak highly of the nursery, in particular the kindness and understanding of the staff, and the caring environment.

The space and high-quality resources very effectively meet all the children's needs. Children benefit from the effective organisation of the setting, which allows the children to easily access the range of resources and toys. This helps children to gain confidence in making choices about their play and learning.

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

The staff team has good knowledge and understanding of the Early Years Foundation Stage. They engage children in a range of purposeful activities, which support individual learning experiences. There are clear procedures in place for staff to observe children and good levels of child-initiated and adult-led activities. Children independently make choices about the activities they wish to take part in. The individual skills of the staff team provide an expertise, which provides a rich learning environment. Deployment of staff is highly effective and means that children are well supported and supervised as they move between their chosen activities. The staff demonstrate a strong commitment to supporting children as they settle children into the setting. The very caring staff place a great emphasis on making sure the children are comfortable and comforted as they settle.

Children have a wonderful time as they access a varied and challenging range of resources and toys. They thoroughly enjoy exploring the feel of shaving foam and are delighted when staff join in with their activity. Children really enjoy singing familiar songs, in both English and Hebrew. Emerging writing skills are encouraged and enhanced, as children have stimulating opportunities to write for different purposes and have access to a range of writing resources, which they select independently. They have fun as they play in the Doctor's Surgery, taking telephone messages and writing prescriptions. They enjoy different creative activities, such as making flags and bonfires. Creative activities are linked to Jewish and other festivals. For example, they made flags for the jubilee celebrations and are taking part in activities to prepare them for the Olympics. Plans have been shared with the music and 'keep fit' teacher, who incorporates them into their sessions.

Children are very secure in the setting; they happily explore the safe environment and are beginning to take risks. For example, they are starting to climb with suitable support from the staff. Children are responsive to the adults around them and smile and indicate their likes and dislikes. Resources in rooms are at a low level and soft areas allow children to sit in comfort as they play. Low-level mirrors give children a sense of self and others around them. Children have wonderful opportunities to explore activities, such as understanding how to milk a cow. Staff use gloves filled with milk and the children are absolutely delighted when they squeeze the 'udder' and milk comes out.

Children receive high levels of positive praise and encouragement from staff throughout the day, helping them to feel valued members of the setting. Staff show great respect for the children; they speak to them with kindness, and in a way that captures their interest. Staff have developed good questioning techniques to encourage children to think for themselves, for example, children recall the songs they sang on a previous day about the weather. Children are encouraged to find their own cups and to realise who is not in that day.

Children are beginning to learn about how to keep safe, as spontaneous discussions take place with the children during the course of the session.

All children display a strong sense of belonging; they have developed good friendships with other children and staff. Children who are feeling sad turn to staff for reassurance, which is given in a thoughtful, considerate way by all staff. Children are beginning to show skills of independence; however, at lunch times, food is served to them, meaning they lack the opportunity to serve and select themselves. All children enjoy exploring their surroundings, and so become active and inquisitive learners. Staff are very good role models, encouraging children to show each other respect and kindness, and contributing to the very friendly, and caring learning environment. Children are encouraged to use kind and loving hands.

Children are developing an understanding of healthy lifestyles; some are able to explain why it is important to drink after exercise and to take off layers if they are feeling hot. They have excellent opportunities to understand about exercise, how muscles develop and how to keep our bodies fit. They talk about healthy foods as they eat their meals. Menus are varied and include foods that meet children's individual dietary needs. Meal times are social; staff sit with the children as they enjoy their food. Staff extend children's learning opportunities and physical development when they play outdoors. They make sure good ranges of activities are readily available in this area. Children have fun as they make use of the area, running up the ramp and carefully climbing down the steps. Children are so excited when they do this with a buggy. Staff make certain the learning environment is available and accessible to all children, ensuring they all have an equal chance to learn and develop.

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	1
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
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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	1
The extent to which children adopt healthy lifestyles	1
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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