

Brondesbury Park Synagogue Nursery

Brondesbury Park Synagogue, 143-145 Brondesbury Park, LONDON, NW2 5JL

Inspection date	15/10/2012
Previous inspection date	24/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children learn through strong ethos of Jewish rituals, about respect, manners and kindness, to help build on their growing self-identity.
- Staff carry out home visits prior to children attending the setting to promote the continuity of care and learning between home and nursery.
- Children show they feel happy, safe and secure through the close relationships they build with staff.
- Staff effectively promote children's thinking and discussion through involvement in their play and activities.

It is not yet good because

- The systems for observations, planning and assessment in order to fully demonstrate how children are making progress in their learning and development are very much in their infancy.
- Children have few chances to access a suitable range of programmable toys and technology, in order to acquire basic skills in finding out why and how things work.
- Younger children are required to sit, at adult led activities, for longer periods than is appropriate for their age and stage and development, particularly prior to snack and

lunch times.

- Staff are not yet using individual key words in children's home languages to promote strong foundations in supporting the development of English.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspector and manager undertook a joint observation.
- The inspector talked with staff and held discussions with the manager
- The inspector examined documentation including a representative sample of children's records, development plans, local authority visit logs and staff suitability records.
- The inspector spoke to some parents.

Inspector

Seema Parmar

Full Report

Information about the setting

Brondesbury Park Nursery is run by the Brondesbury Park Synagogue who are affiliated to the United Synagogue.

The nursery was registered in 2009 and operates from the first floor of the Synagogue in Willesden area, within the London Borough of Brent.

Children have access to three rooms. Access to the premises is via a flight of stairs. There is a secure enclosed outdoor area and children are taken regularly to a local park for further outdoor experiences.

The nursery primarily caters for children in the Jewish community. The nursery supports children with special educational needs and/or disabilities, and children who learn English as an additional language. The nursery is registered on the Early Years Register and has 12 children in the early years age range on roll. The nursery receives funding to provide free early education for children aged three and four years. The nursery is open each weekday from 9am to 12.30pm, term time only and is closed during all Jewish Holidays.

The nursery employs three members of staff. All staff hold early years qualifications. The nursery has received accreditation for the 'ICAN' project.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use observations to assess and plan for children's next steps in their progress, involving parents, for example by using indicators from the Development Matters in the Early Years Foundation Stage guidance
- develop the educational programmes to ensure they have depth and breadth across the seven areas of learning, in particular Understanding the world, by providing opportunities for children to explore technology

To further improve the quality of the early years provision the provider should:

- develop children's language and communication by finding out key words in children's home languages and explain that strong foundations in a home language support the development of English
- improve the learning environment by keeping significant activities out instead of routinely tidying them away to allow children freedom of movement and choice, in particular prior to snack and lunch times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at the nursery, arriving happy and eager to start their day. They are secure and comfortable with a stable routine that is familiar to them. Children experience a reasonable range of activities, which are interesting and encourage learning. However, children have a few chances to access a suitable range of programmable toys, and technology, in order to acquire basic skills in finding out why and how things work.

Staff demonstrate, through discussion and their daily practices, a suitable knowledge of how children are learning and developing. However, the system in place for observations and planning for next steps are very much in their infancy and do not fully support children to make good progress towards the early learning goals. Some starting points are collected; however, it is not very clear how staff use these in the planning for children's activities. Children enjoy a balance of child initiated and adult-led play and activities. However, in some instances, routines are over prescriptive and require children to sit for longer periods than appropriate for their age and stage of development. As a result, some children lose interest and concentration. Children develop good communication skills, as staff spend much of their time playing with them, talking to them and extending their learning. For example, as children listen to the story of Noah's Ark, they name the animals and make sounds for each. They have fun as the animals come in and out of the ark. Children learn key phrases in Hebrew to reinforce Jewish rituals alongside English, further promoting children's sense of identity and belonging. Although staff introduce how to say 'hello' in different languages, and count in French as children go down the stairs, they do not use key words in children's home languages, in order to support their speaking and comprehension skills further. Generally, children show the characteristics of effective learning. Children express their creativity and enjoy free painting, play dough, water and sand play activities. They enjoy designing and creating their pictures using a range of arts and craft materials. Children develop their imagination when playing in the role play area. For example, children pretend to cook as staff say 'I'm hungry'. Staff support and extend children's play experiences further by using open-ended questioning, encouraging their critical thinking skills, as well as helping children to take turns.

Children sing a 'tidy up' song, including the words 'everyone is helping', thus learning the first steps in the role they play to contributing to the welfare of others.

Children develop their early mathematical skills as part of their daily routine and activities. At the water tray, children sing 'five little ducks', staff prompt children to count to see how many are left, as they take one away. Children develop an understanding of the world as some toys and resources depict different cultures around the world. Children celebrate all Jewish rituals, cultural and religious festivals as an integral part of the daily sessions. For example, a 'Sabbath party' is held on Fridays. Children have some chances to learn about other cultural events such as Chinese New Year, when children join in making Chinese lanterns.

The contribution of the early years provision to the well-being of children

Children are cared for in a warm and welcoming environment. Children form strong attachments with staff that are caring, kind and attentive. Children's personal, social, and emotional development is very well promoted. The key worker system, and positive interaction between children and staff help develop meaningful relationships. Staff spend time gathering information from all parents when children first start at the nursery, during home visits. This promotes continuity of care and for children between home and nursery.

Records, policies and procedures are firmly in place to support children's health and well-being. Children develop good attitudes to healthy lifestyles as they begin to learn about healthy eating. Staff use laminated picture sheets of vegetables and fruits to show and teach children what grows on trees and what comes from the ground. Children say prayers for both types before eating, further instilling the Jewish beliefs and values. Children enjoy fresh fruit and begin to develop healthy choices as they choose between milk and water. Children enjoy social snack and meal times, developing good self-help skills as they feed themselves. Children learn the importance of hygiene as an integral part of routine, promoting their understanding of keeping healthy. Staff follow hygienic nappy-changing routines that meet children's individual needs and help to prevent cross-infection.

Although, the nursery does not have an outdoor area, children enjoy fresh air and exercise as they go to the local park daily, promoting their well-being. Children develop good physical skills, where they use a range of equipment to climb, slide, swing and balance. In addition, children enjoy playing football and exploring the natural environment, thereby further prompting their play and learning experiences in the wider community.

Children learn to keep safe, as staff give gentle reminders to children, as they play. Staff instil a strong ethos of respect, kindness, sharing and manners with children. Staff are good role models showing children acceptable behaviour and reinforcing positives at all times. For example, when children are playing in the role play area and saying please and thank you to each other, staff reinforces this by saying, 'lovely manners'. This is a theme throughout the session, which promotes children's sense of self-esteem and confidence. Children are taught the value in living in peace and harmony, as they all hold hands and learn through songs and prayers in English and Hebrew. The nursery has links with the local school and encourages teachers to visit the children, prior to their transition to school, in order to promote continuity of care and learning.

The effectiveness of the leadership and management of the early years provision

Recruitment procedures are sound, in order to check that staff are suitable to work with children. A security guard is employed for the nursery, to make certain the nursery is secure and monitors the identity of visitors. Staff complete suitable risk assessments and daily safety checks, so that children can enjoy an environment that is safe. Although, staff have not attended up-to-date training on safeguarding, they demonstrate a secure understanding of reporting procedures, should any concerns arise.

There has been a change in management since the last inspection. The current manager is very much in the early stages of self-evaluating their provision and as a result, some areas for improvement have yet to transpire in practice.

The manager demonstrates through discussion, her understanding of the responsibilities in meeting the learning and development requirements. She acknowledges the monitoring, planning and delivery of the educational programmes; the consistencies of assessment; and the monitoring of children's progress, are in the early stages and developing. Close links have developed with the local early years team in order to help support, develop and extend on practices, to improve outcomes for children. Although systems to appraise staff and identify areas for professional development are in the early stages, the manager demonstrates a sound commitment to develop these further.

The nursery is organised into different areas of learning, encouraging young children to become independent, by self-selecting resources. However, the range of play resources does not fully challenge and engage the children across all areas of learning. Children are gaining a suitable awareness of others, through using resources and celebrating some different cultural festivals. However, staff have yet to use children's home languages alongside English to further promote children's sense of belonging and security, in addition to their communication skills.

The manager has a suitable understanding of the importance of establishing links with other settings that children attend to support children's learning and development. For example, she knows where to see assistance to support children with special educational needs and or disability. Staff establish positive relationships with parents. Initial home visits are made to make sure the link between home and nursery are developed to meet children's needs. Daily verbal communication and weekly newsletters keep parents well informed about all aspects of the nursery routine and children's learning. Parents are invited for Sabbath and birthday parties, amongst other events, to join in celebrations at the nursery with their children. However, parents are not yet supported and encouraged to share, contribute and update information, to become fully involved in their child's continuous learning and assessment. Parents speak positively of the nursery, they say that their children enjoy coming to the nursery and that staff are caring.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY396096
Local authority	Brent
Inspection number	816061
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	32
Number of children on roll	12
Name of provider	Brondesbury Park Synagogue
Date of previous inspection	24/11/2009
Telephone number	02084510044

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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