

Chigwell and Hainault Synagogue Nursery

Limes Avenue, CHIGWELL, Essex, IG7 5NT

Inspection date	25/10/2012
Previous inspection date	15/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Partnerships with parents and external agencies are a key strength and highly effective in making sure that appropriate interventions are secured and all children receive the support they need.
- Security and safeguarding children are of paramount importance. The nursery has effective strategies in place to ensure children are protected from harm.
- Transitions are effectively managed as strong links are forged with schools for the benefit of the children.
- The staff team are encouraged in their professional development, training needs are identified and appropriate training courses provided.

It is not yet outstanding because

- Although self-evaluation takes into account the views of staff, parents and other professionals, it is not yet fully developed enough to enable an action plan for improvements to be made.
- Staff are not yet secure in undertaking the progress check at age two, and need to develop this further.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in two rooms, the dining area, the large hall and the outside area.
- The inspector spoke with the manager and most staff at appropriate times throughout the inspection.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at children's learning journals, the policies and procedures of the setting and other documentation.

Inspector

Jenny Forbes

Full Report

Information about the setting

Chigwell and Hainault Synagogue Nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It was registered in 1992 and operates from two rooms and a large hall within the Chigwell and Hainault Synagogue in Essex. A maximum of 64 children may attend the nursery at any one time. Children come from the local Jewish community. The nursery is open five days a

week from 9.15am until 12.15pm, apart from Tuesday and Thursday when it operates from 9.15am to 3.15pm. There is an optional lunch club from 12.15pm until 1.15pm, which is open Monday to Thursday. The nursery operates a two week summer scheme. All children have access to a secure enclosed outdoor play area. The nursery employs 10 members of staff. Of these, six hold appropriate early years qualifications with one member of staff working towards a level 3 early years qualification; three staff are unqualified. The setting receives support from the local authority development team.

What the setting needs to do to improve further

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

- develop the process for reflection and self-evaluation to include an assessment of the quality of practice and use this to set further targets for improvement.
- develop systems to enable progress on the setting's two-year-old assessment programme.

Inspection judgements

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

Staff work well as a team and have a good knowledge of the Early Years Foundation Stage. Children's learning journals include details of planning, which show where children are in their development and their next steps for progress in all the areas of learning. Staff use the guidance document, *Development Matters*, to inform their planning for individual children. Planning for children's progress is regularly shared with parents who are asked to contribute by means of a home and school diary. Staff have expectations of children based on an accurate assessment of their skills, knowledge and understanding on entry to the nursery, which is gained from written information provided by parents. The key person system ensures that all practitioners use effective, targeted strategies and interventions to support learning that meet all children's individual needs. All children, including those with additional needs, are very well supported in the nursery as their key person liaises closely with parents and other professionals, such as the area special educational needs coordinator, speech, language and behavioural therapists, and the local school, to ensure the children's needs are met. Good progress is achieved by all children because the key person uses her understanding of individual children's needs, gained through close observation, to provide accurate information to the key professionals who offer dedicated support and resources to support children's development.

Sensitive support is offered to children who have English as an additional language, when

they are assigned an experienced key person who is able to communicate in their own language and can liaise effectively with parents. Some staff speak more than one language and use this skill to help children to settle in quickly. Children learn about their own Jewish culture and traditions and find out about other cultures, through resources and artefacts, loaned by staff and others in the community and by celebrating festivals.

Children are confident, happy and self-assured as they are free to take part in the activities and explore resources in their own way and in their own time, helping them to become independent. This is seen during snack and lunch times when children are encouraged to select the food they prefer from a range of healthy options, such as cheese, smoked salmon, fruit and vegetables and to spread butter themselves onto bread. Staff extend children's learning by using this time to talk about colour, shape and counting. Staff model good manners, offering praise and encouragement when children politely pass food to each other. Snack and lunch times are well supervised and children who are younger or less able are offered and given appropriate assistance.

Children are separated into rooms according to their age and stage of development, thus allowing their key persons to select the most appropriate activities to meet their needs. Staff encourage children to try out new activities as they move around the playrooms, choosing from the resources set out. Other resources are stored around the rooms at child level allowing independent choice. There are colourful posters on the walls at child level depicting numbers, letters, colours, shapes and animals for children to explore. Artwork prepared by the children to celebrate recent religious events also adorn the walls for children and parents to admire, and to remind them of the happy time they had when they were learning songs and performing at their concert.

Children enjoy painting cartons of varying shapes and sizes and are keen to describe the colour of their paints to visitors, showing their confidence and pleasure in their creativity. Staff promote the development of communication skills through talking constantly with children and asking open-ended questions about their home and family, and while supporting them with their activities.

All children have the opportunity to experience technology as there is a computer available in each room, with age-appropriate games for them to explore. Children are engrossed in the way that images change on the computer by using the keyboard and mouse. When the screen goes blank they are eager to find out what happened and how they can resume their game. Staff ask the children questions and give them instructions to follow, promoting children's thinking skills. For example, when children attempt a puzzle staff tell them how to use the mouse correctly to make the pieces fit together, developing their understanding of technology and their skills in language and maths.

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

The key person system helps children to form secure attachments and promotes their well-being and independence. Children are confident and self-assured and keen to tell visitors about their activity. For example, by discussing their role play scenarios of doctors and builders. Children's behaviour is managed well and children are learning to share and

take turns. For example, when two children argue over a stack of cones, staff help to negotiate a compromise, where both children are given some each to share.

Children are encouraged to be independent and some can successfully use the toilet, wash their hands and put on their coats, whilst others are assisted and encouraged. People from the local community are invited to the nursery to speak to children about their health. For example, the children engage in role play as dentists, after a talk about oral hygiene. Children become aware of their own and others' feelings through discussion and use of interesting resources, such as a giant book of feelings and wooden masks to support their personal, social and emotional development.

Staff ensure that all children's health and medical needs are fully supported, through the clear policies and procedures for recognition and management of allergies and food intolerances. Healthy eating is promoted by the provision of healthy foods at lunch and snack times, and children are shown how and when to wash their hands and this is reinforced by colourful posters in the dining area depicting fruit and vegetables and hand washing routines.

All children benefit from opportunities to play outside on a daily basis. There is a large outdoor play area where children have space to run and develop their gross motor skills. They play cooperatively together, ride on wheeled toys and enjoy exercise and fresh air. All equipment is checked on a daily basis and broken toys that do not meet the strict safety requirements are discarded immediately. There is a small garden area where children can dig and plant flowers, shrubs and small trees, thus developing their understanding of the world and how natural things grow and change.

Children are well safeguarded as checks are carried out on all adults who come into contact with them and care is taken to ensure that new staff, students and other helpers are never left alone with children or allowed to take them to the toilet. Checks are also carried out on parents who take part in the parent rota system. The use of mobile phones is not allowed in the nursery by any member of staff. There is a nursery camera provided for taking photographs of children's activities to be used for learning journals and wall displays and there is a landline telephone available. Firefighters from the local fire brigade visit the nursery to talk to children about fire safety and children can enjoy exploring the firefighting equipment and vehicles. The nursery has strong links with the local police force who speak to children about road safety and danger from strangers. Security is of significant importance to the nursery and clear risk assessments and safety procedures are followed to ensure the premises are safe and the children are protected from any potential dangers.

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

The staff team provide a warm, welcoming, safe, secure and stimulating environment where children are happy, can build their confidence and are well supported in their learning and development. The staff ensure all children receive high levels of attention and support, focussing on their individual needs, by engaging them in conversation,

listening and paraphrasing, thus enabling them to develop close relationships and supporting their personal, social, emotional and communication development. The head teacher carries out a training needs analysis with all staff at regular supervision meetings and appraisals to support their continued professional development. The head teacher is aware that training to reinforce systems for assessment and planning for the progress check at age two, is a priority for all staff. The staff and management team are committed to the continuous evaluation and improvement of their practice and systems are in place to monitor and assess the quality of the provision, although this is not yet fully developed, with clear targets for improvement. Staff meetings are used to evaluate practice and the head teacher is pro-active in seeking the views of others, having regular discussions with parents and other professionals and visiting other nurseries to share aspects of good practice.

Transitions are effectively managed as strong links are forged with the local school for the benefit of the children, with key persons accompanying children when they transfer to school to support them and ease their transition. Effective systems are in place for safeguarding children to ensure their welfare is protected. Clear management responsibilities in relation to child protection have been established. This includes having named designated persons responsible for ensuring the correct safeguarding procedures are followed if there was a concern. Documentation for the safe and efficient management of the nursery is in place. This includes the nursery's policies and procedures, which practitioners ensure are implemented consistently and shared appropriately. Parents are provided with a brochure detailing all the policies and procedures of the nursery and have access to other leaflets and helpful information to support their parenting. Parents, who are security checked, cover the exits on a rota basis to ensure children's safety when they are leaving the premises with their families. Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children and have a secure knowledge of their roles and responsibilities. The head teacher ensures that all new staff receive a three month probationary period during which time they are supervised, and all students are interviewed prior to being accepted to work in the nursery, under strict supervision.

Parents give extremely positive and complimentary reports about their children's experiences at the nursery, particularly in relation to their learning and development achievements. There are regular parents' meetings, so parents can come in to view their children's learning journey records and talk to staff about their progress, and they communicate with the nursery by email or through a closed social networking page, where they can also exchange information and comments with each other. The head teacher ensures that she is actively involved with parents, staff and children and her management style contributes effectively to the smooth running of the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	404660
Local authority	Essex

Inspection number	819281
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	64
Number of children on roll	34
Name of provider	Auspices of the United Synagogue
Date of previous inspection	15/02/2011
Telephone number	020 85000215

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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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Piccadilly Gate
Store St
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