

Finchley and Acton Yochien School

6 Hendon Avenue, London, N3 1UE

Inspection date

18 April 2013

Context of the inspection

The school had its last full inspection by Ofsted in January 2012 when a number of regulations were judged not to be met, notably in respect of the education, welfare, health and safety of children. In addition, the school did not meet some of the requirements of the Early Years Foundation Stage and of the Childcare Act 2006. The school submitted an action plan which was evaluated in April 2012. The evaluation found that the school's proposals were inadequate and the timescale was unsatisfactory. A first progress monitoring inspection visit was made in September 2012 at the request of the Department for Education to check the school's progress in implementing its action plan. That inspection visit found that although the school had taken some positive steps to address some of the failings, a number of regulations were still not met. The school submitted a second action plan, which was evaluated in December 2012. The evaluation found that although the second action plan was satisfactory in some parts where the school had responded positively in addressing the shortcomings identified, there remained some important things to do and so the action plan was not accepted. In particular, more specific detail was required about the implementation of the proposals for safeguarding training and for ensuring that children's welfare, health and safety, including the welfare of children in the Early Years Foundation Stage, were not compromised. The timescale of the proposals was judged unsatisfactory because most of the failings could be addressed promptly.

This is the report of the second progress monitoring inspection visit carried out at the request of the Department for Education to evaluate the school's progress in implementing its second action plan. The inspection took place during the first week of the Japanese academic year.

Summary of the progress made in implementing the action plan

Good progress

The last progress monitoring inspection visit found that the school did not have sufficient evidence to demonstrate how it would ensure that lessons had clear learning objectives, that time was used wisely during lessons and that the teachers had sufficient understanding of children's aptitudes and needs to challenge them appropriately so that they made good progress. In particular, no training had been arranged to help staff overcome these shortcomings. Also, the school had made insufficient progress in planning for increased resources for technological, creative and imaginative learning.

The school planned to undertake staff training in lesson planning, produce a teachers' checklist of good practice, review the curriculum and improve the classroom resources.

This progress monitoring visit found that the school has implemented its action plan effectively. As an outcome of continuous professional development provided by the local authority, and specific training in observation, planning and assessment, the school has further refined its medium- and short-term plans and its assessment procedures. The half-termly plans are detailed and include a wide range of information including an overview of the main activity for each day with clear learning intentions, and learning opportunities covering all the areas of learning of the Early Years Foundation Stage. Daily plans are drawn from these and include specific learning objectives. Teachers keep detailed records of observations of children's learning and development and the headteacher has monthly meetings with each teacher to discuss the best way to challenge each child. Teachers track children's progress towards the expected goals and attend meetings relating to the moderation of their assessments. Monthly staff meetings that include all staff, in addition to daily supervision and monitoring by the headteacher on each site, ensure that good teaching practice is shared throughout the school. Improved understanding, through training and visits to other settings, of what constitutes effective use of resources and child-initiated learning has led to more effective use of time and resources, and additional resources have been purchased. The resources seen on this visit were adequate in range, quantity and quality.

During the last progress monitoring inspection, it was found that arrangements for child protection did not meet requirements. While all staff had been trained in child protection, there was no designated person for child protection who had received the appropriate level of training. It was also found that although the school had made some progress in complying with all the requirements for fire safety, some were still not met. The school planned to provide further training in child protection and to appoint a member of staff to oversee and improve fire safety provision. This monitoring inspection visit found that all the child protection and fire safety requirements are now met. All staff and the designated person have received the appropriate level of training in child protection. The designated person is now completing a particularly advanced level of training in order to be able to train other staff in the future. The newly appointed headteacher is booked to train as a second designated person in May 2013. All the previous shortcomings in fire safety have been addressed satisfactorily on both sites.

The last progress monitoring visit found that the school provided most of the required information for parents, carers and others. However, the details of how to contact the proprietor were not complete and the school had not made clear to parents, carers and others how they could access all the policies and other documents specified by the regulations. All these failings have been rectified and all the required information is now provided. Parents, carers and others are informed of the full range of information which they can request from the school office through the school brochure, the school noticeboards and newsletters.

The failings in the regulations above resulted in a number of welfare requirements of the Early Years Foundation Stage and the Childcare Act 2006 not being met during the inspection in January 2012. The last progress monitoring inspection visit found that these requirements were still not met and that the school could not demonstrate that the staff had qualifications that met the requirements of the Early Years Foundation Stage. This monitoring inspection visit found that, since the school now complies with safeguarding

and fire safety requirements, the related requirements of the Early Years Foundation Stage and the Childcare Act 2006 are now met. This inspection visit also found that the staff have qualifications that meet the requirements of the current Early Years Foundation Stage framework that came into force in September 2012, and that the school deploys staff appropriately to meet the requirements relating to the staff-to-children ratios for each age group.

Compliance with regulatory requirements

The school has made good progress and now meets all regulatory requirements

Inspection team

Michèle Messaoudi, Lead inspector

Additional Inspector

Information about this school

- The Finchley and Acton Yochien School is a day nursery school for children aged from two to six years who have Japanese as their first language and English as an additional language. Virtually all of the staff are Japanese. The school follows the Japanese National Curriculum and the English Early Years Foundation Stage framework, which is taught and assessed in Japanese. The vast majority of the children live temporarily in London and move back to Japan to continue their education. There is considerable movement of children in and out of the school throughout the academic year. There is also a high turnover of classroom assistants, who typically stay for one year at the school. The current headteacher is a long-serving member of staff who was previously the deputy headteacher and took up her post as headteacher on 2 April 2013.
- The school opened in North London in 1993. It is owned by a sole proprietor and is located on two sites, in Finchley and in Acton. There are currently 120 children on roll, of whom 16 are aged from two to three years and three attend part time. As the school re-opened on 12 April 2013 for the new Japanese academic year, no application has yet been made for nursery education funding. One child has a statement of special educational needs.
- The school aims to 'help children learn the skills and knowledge they require to be successful and to grow into happy, healthy, well-behaved, kind and considerate people'.

School details

Unique reference number	131128
Inspection number	421551
DfE registration number	302/ 6107
This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.	
Type of school	Kindergarten
School status	Independent school
Age range of pupils	2-6 years
Gender of pupils	Mixed
Number of pupils on the school roll	120
Number of part time pupils	3
Proprietor	K Maeda
Headteacher	J Tanabe
Date of previous school inspection	21 September 2012
Annual fees (day pupils)	£7,035 to £7,410
Telephone number	020 8343 2191
Email address	administrator@goldershillschool.co.uk

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