

Gan Yachad Pre-School Nursery

130 Hendon Lane, LONDON, N3 3SJ

Inspection date

Previous inspection date

21/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff work together well to create a nurturing environment where children are very happy and secure.
- Children are making good progress in their learning and gaining skills to support them when they move on to the next stage of their education.
- There is a strong focus on promoting children's personal, social and emotional development with children learning appropriate ways to behave with sensitive adult support.
- Parents are positive in their praise of the setting; they feel their children are happy and are learning well.

It is not yet outstanding because

- Staff do not set out an extensive range of interesting activities and resources to maximise learning opportunities in the outside learning environment and to extend the range of children's experiences.
- Children cannot always easily access a wide range of unusual or interesting materials to support free creativity and encourage them to explore 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and the interaction of children and staff indoors and outside in the garden.
- The inspector had discussions with the registered provider/manager, staff and children and discussed the option to carry out a joint observation with the registered provider/manager.
- The inspector checked evidence of staff suitability and sampled other documentation relating to the setting's activities.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Debbie Newbury

Full Report

Information about the setting

Gan Yachad Pre-School Nursery is primarily a Jewish Orthodox provision which is privately run. It was registered in 2012 following a move to a small synagogue in the London Borough of Barnet. Gan Yachad has been in operation since 2000 at other locations.

Children are cared for in a large playroom on the first floor, which is accessible via a flight of stairs. There is no lift service. Children have access to an enclosed garden for outside play. The setting serves the local and wider community. It operates Monday to Friday from 9am to 1pm during term time only. During the winter months it closes at 12noon on a Friday and also closes for all Jewish holidays.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 13 children on roll aged between two and three years. The setting welcomes children with special educational needs and/or disabilities, and those who speak or hear English as an additional language. It is in receipt of funding for the provision of free early education for children aged three years.

There are three members of staff, including the registered provider. Two staff hold early years qualifications at National Vocational level (NVQ) 3 and the registered provider holds an NVQ at Level 4.

What the setting needs to do to improve further

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

- provide more interesting activities and resources outside to maximise learning experiences for all children and encourage them to explore further
- provide children with a wide range of unusual or interesting materials to support free creativity and encourage them to explore further.

Inspection judgements

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

There is a strong focus on learning through play at this small, friendly setting. Staff interact with children in a positive way and support their play effectively. Key persons have a good understanding of their role. They take responsibility for monitoring children's

progress and planning for the next steps in their learning on an individual basis. However, the whole staff team discuss children each week, enabling everyone to share their observations. This means that everyone has a good understanding of each child's individual needs and interests and can work together to meet these. Parents complete an 'all about me' form when their child starts at the setting and the provider and a member of staff do home visits. These measures help staff find out about children's starting points, thereby enabling them to begin to plan effectively from the start. Staff complete a 'settling-in' diary for children and invite parents to attend a curriculum meeting about the Statutory framework for Early Years Foundation Stage. Parents are aware that they can look at their child's learning records whenever they wish and they state that staff have asked them to provide details of their observations of their child at home. Staff describe this as work in progress. The setting has successfully introduced the two year progress check.

Children arrive happily and separate easily from their parents. They are greeted warmly by staff and they then quickly settle to play. Some children enjoy the company of others and are beginning to play cooperatively together. They act out scenarios as they sit on the step by the window and announce that they are on an aeroplane going to Israel. Children learn about basic technology as they investigate the remote controlled cars. Staff demonstrate how to operate these. They show children which buttons to press to make them move in different directions and explain that they will work better on the hard floor rather than the carpet. Children use different tools, encouraging them to develop their manipulative skills as they make marks, thread beads onto strings and cut with scissors. Staff provide support for those children who are learning to manage scissors. Children enjoy sticking the pictures they cut out onto paper. However, there are few other materials available for them to explore, to make the activity more open-ended and enable children to be really creative, especially for those who have mastered cutting successfully.

The setting's current theme of, 'People who Help Us' has enabled children to meet a dentist, and a policeman, who have talked to them about such matters as the importance of cleaning their teeth and holding hands when they are near roads. Circle time provides good opportunities for conversation, to share news and encourage listening. The provider, who leads this part of this session, recognises that some children do not yet quite have the patience to sit and this is respected. She also acknowledges children's interjections when they become too excited to contain themselves and need to say something. Children enthusiastically join in with songs and rhymes, in both English and Hebrew. They explore rhythm as they clap their hands, stamp their feet and pat different parts of their body. Children are keen to take on the role of 'Davening' helper and are assured that everyone will have this opportunity. Staff support children's developing mathematical awareness as they encourage them to count the number of children present and how many jumps they do on the trampoline.

Staff set up equipment and resources outdoors each day and they change these to provide an element of variety. For instance, children have had the opportunity to plant potatoes and flowers. However, the main focus is on the provision of resources that support children's physical development. Staff do not enhance the outdoor learning environment to fully maximise learning opportunities. For example, through the inclusion of a broader range of interesting resources children can access independently. For

instance, there are no mark-making materials, access to magnifiers or resources such as bubbles to help them explore the effect of the wind.

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

Staff have a calm, patient manner and treat children with kindness. This helps children to feel safe and secure and supports the development of good relationships. Several children are learning to take turns and share. Staff provide sensitive and consistent support to resolve situations that arise. They help children understand the need to wait and that we do not, 'push our friends.' Staff also use visual aids, such as the provision of an egg timer, explaining to children that once the sand has run out, it will be someone else's turn. Children are proud of their achievements, for example, when they have threaded a long string with beads and take these to show staff. Staff offer praise and encouragement, which fosters children's self-esteem effectively. All of these measures positively support children's personal, social and emotional development, promote their emotional well-being and help children begin to appreciate the needs of others.

Staff have to set up and clear away resources most days. They put a lot of effort into making the indoor environment inviting and ready for children's arrival. Children see examples of their artwork, which adds to their sense of belonging. There are many posters, pictures and good use of labelling, in both English and Hebrew, promoting numeracy, literacy and children's awareness of the world. Staff arrange many resources to be easily accessible by children, enabling them to help themselves and follow their own interests.

Children follow good hygiene practices. They clean their hands before eating and staff encourage them to wipe their noses and put their used tissues in the bin. Children bring food from home and parents are asked to follow the setting's healthy eating policy. Snack time and lunch time are sociable occasions because staff sit with children and engage them in conversation. This promotes their communication and language skills. Staff take children outside to play in the large, enclosed garden every day, thereby ensuring that they benefit from fresh air and exercise. Children have space to run around and they enjoy manoeuvring the wheeled toys around and jumping on the trampoline.

Children learn how to keep themselves safe with the support of staff. They regularly take part in fire drills and staff intervene, as necessary, to guide them away from potentially unsafe actions. Staff show children how to carry their chairs in a safe manner and then entrust this task to them.

Staff prepare a report on children's progress for when they move on to the next stage of their education. This is designed to inform teachers of what children know and can do and thus, aid the settling-in process for children. Some children talk about when they go to, 'big school' and staff join in with their conversations. The setting's arrangements to encourage and support children's growing independence are also likely to help ease their move to school or nursery school.

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

The provider and her staff team have a secure understanding of their safeguarding responsibilities and the need to report any concerns they have about a child's welfare. They supervise children carefully, while recognising that children also need to be able to take some risks. The premises are secure and staff complete daily checks to identify and minimise potential hazards. The provider describes robust procedures for the recruitment and vetting of new staff and to help assess the ongoing suitability of the existing staff team. All of these arrangements help to promote children's safety in an effective way. Staff work together well as a team, which means the session flows smoothly and children are well supported. The provider comments on the, 'good team spirit' that she feels exists and her appreciation of staff who she feels are reliable and willing. Staff have annual appraisals. Both they and the provider develop their skills and keep their knowledge up to date through ongoing training and attendance of early years conferences.

The provider and staff evaluate their practice on an ongoing basis to identify strengths and areas for development. The provider also receives and acts upon advice from external advisors, such as the local authority early years team. She has been developing a more formal system of self-evaluation although this continues to be work in progress. All required documentation is in place and written policies and procedures underpin all aspects of the nursery provision.

Unhurried handovers demonstrate the good relationships that clearly exist between staff and parents. Parents share in nursery life and their children's experiences. They come in to read stories and join their children for the weekly Shabbat party and other special events. Parents are very complimentary about the setting. They express how happy they are and how much they feel their children are developing. A common view among the parents spoken to during the inspection is their children's positive language progression since they started attending. Parents feel staff are helpful and that they, 'could approach anyone about anything.' Parents receive an informative welcome pack when their child first starts and they can look at photographs of their children on the setting's website. This is password protected, which helps to keep children safe. The provider issues chatty and very detailed newsletters each week, commenting on what children have been doing and their learning. Newsletters also include details of songs children are learning so parents can practise these with their children at home. Children do not generally attend other early years settings at the same time as this one although the need to liaise with other staff, if this should be the case, is fully recognised. The provider and staff also appreciate the importance of partnership working with any agencies or professionals supporting children to provide continuity in children's care and learning. These arrangements are not necessary at present.

The Childcare Register

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

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 action. 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	EY454902
Local authority	Barnet
Inspection number	893512
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	13
Name of provider	Reva Ross
Date of previous inspection	not applicable
Telephone number	07956 526 891

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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, which are usually the childminder's 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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