

Little Bicks

Ohr Yisrael Synagogue, 31-33 Theobald Street, BOREHAMWOOD, Hertfordshire, WD6 4RN

Inspection date	20/01/2014
Previous inspection date	13/07/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are very happy and busy as they have easy access to a range of excellent learning opportunities. They benefit from a highly motivated and experienced staff team who know children well and provide excellent teaching. Staff prepare children for future learning through exceptionally well-planned activities, which are based on their ages and stages of development.
- Children show extremely high levels of confidence and a strong sense of belonging and self-esteem. They have an excellent understanding of what is expected of them as staff give consistent and appropriate support. Staff know children well as they have excellent relationships with families, which supports children's continued learning at home.
- The leadership and management is extremely strong. The staff team consistently reviews and evaluates their practice and the learning experiences they provide for children. The well-qualified staff team work exceptionally well together to ensure all children thrive and enjoy an outstanding learning and play experience at all times.
- Children are extremely safe in an environment that is secure, well maintained and stimulating. Staff have an excellent knowledge and understanding of all aspects of safety and how to safeguard children.

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.

Inspection activities

- The inspector observed children take part in a variety of activities, play outside, have a mid-morning snack and lunch. Children and staff were spoken to throughout the inspection.
- The inspector looked at records of children's achievements, progress and how the nursery school plans for individual children's learning.
- The inspector talked to parents and staff about children's care, development and the daily routines.
- The inspector carried out a joint inspection with the manager, they looked at the imaginative play area.
- The inspector looked at a selection of documents relating to the safety and welfare needs of children and the management of the nursery school.

Inspector

Tina Kelly

Full report

Information about the setting

Little Bicks is an Orthodox Jewish Nursery School and it was registered in 2008 on the Early Years Register. It is privately owned and is situated in a Synagogue in Borehamwood, Hertfordshire. It is a sister site to Little Bicks in Mill Hill. The nursery operates from two rooms within the Synagogue. There is an enclosed outside play area.

The nursery school is open term time only, they close for Jewish holidays. They operate on Monday to Thursday, from 8am until 6pm and Fridays 8am until 12noon. Children attending the nursery school are bi-lingual, they speak Hebrew at home and for religious and cultural celebrations. The nursery school serves the local area and is accessible to all children, whom attend for a variety of sessions.

The registered provider is a qualified teacher and holds Early Years Professional Status, she is involved in the running of the nursery on a daily basis. Little Bicks employs 13 members of childcare staff, a practitioner's aid, a culinary practitioner, a security guard and a member of staff to provide administration support. The manager and five staff hold level 3 qualifications, one member of staff holds Qualified Teacher Status, four hold qualifications to level 2 and two are working towards early years qualifications.

There are 44 children on roll, who are in the early years age range. The nursery school is in receipt of funding for early education for two-, three- and four-year-old children. It is a member of the Pre-school Learning Alliance, holds a Gain Certificate of Religious Practice and completed the Hertfordshire Quality Standards accreditation in 2013.

What the setting needs to do to improve further

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

- continue to build on the already excellent outside learning environment to provide children with further opportunities to extend their imaginative play ideas.

Inspection judgements

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

The nursery school provides an exceptionally broad and diverse programme of activities and learning opportunities to promote and extend children's learning through play and teaching is excellent. The nursery school has a well-established settling-in process, including home visits. This ensures all staff are very knowledgeable about children's likes, dislikes, interests and previous experiences. This information is used for key staff to identify children's starting points and to plan for the next steps in their learning. The local

authority cohort tracking system is used to inform planning to ensure all children make excellent progress. The 'progress check at age two' is shared with parents to enable them to support their children's developing skills at home. Continuous, detailed assessments on the 'Unique Child Summary' are evaluated and shared with parents each term. This ensures they are kept fully informed about their children's learning and recently acquired skills. Parents fill in the 'My Special Week at Little Bicks' form to share children's current interests, new experiences and important people and events at home. The key person then adds to the information outlining children's interests at the nursery school and recently acquired skills. These documents enable parents to support children's learning and interests to a high level at home and as they move on through the nursery. Detailed planning, clear observations and rigorous assessments in children's learning journals show they take part in highly challenging learning opportunities. Staff know children extremely well, they take time to talk to parents, to share in children's achievements and find out about events at home. The nursery school works with the Statutory framework for the Early Years Foundation Stage and supporting documents to ensure children have the skills they need to move onto other early years settings or school with an extremely strong sense of self-esteem and confidence.

The main room is thoughtfully set out to provide easy access to a wide variety of excellent quality toys and resources. The nursery school provides a very interesting environment, which promotes children's curiosity and interests. The extremely well-resourced art room offers space for construction and creative activities. There is a separate area used by older children in the Bumble Bees key group. This enables staff to focus on teaching early mathematics, reading and writing skills and to extend children's understanding of the wider world, ready to move onto reception class. Children are actively encouraged to move freely around the main room. There is an excellent mix of child initiated and adult-led activities. Staff teach children to use technology by using age exciting and interesting games, which incorporate all areas of learning on a tablet computer. Children select programmes with little help from staff. Children are confident and very skilled at opening games, moving the cursor to complete elaborate counting and matching tasks. Children's language is developing extremely well as staff have attended the 'Every Child a Talker' course. This promotes understanding of language development for young children and those who speak English as an additional language. Young children and those who are bilingual with Hebrew spoken at home have their early speech and language skills supported to a very high level because staff teach and reinforce words and phrases with Makaton signs.

Highly skilled staff teach children to think for themselves, to listen and look at what they are doing so they can complete activities, such as complex jigsaw puzzles with confidence. Staff talk to children to promote their understanding of shapes, colours and how patterns match to enable children to make links and complete the puzzles on their own. Children learn to handle the pieces with great dexterity, they turn them around and look to see how they fit together. Children choose ways to do things, they keep trying and have excellent concentration skills. The planning for the imaginative play area in the main room is linked to children's interest. This half term it is set up as a garage, complete with tool box, a work bench, a tyre and an upturned play car. Children take great pleasure as they handle the tools with lots of enthusiasm as they bang and saw the car. A member of staff sits in the area to teach children new words. They ask children to describe what has

happened to the car and to name the tools they need to fix it. Children count the wheels and talk about parts of the car with great confidence as they act out familiar events from home. They are competent in using early writing skills as they use the printed out check list to record what has happened and what they need to do to repair the car. The outside play area is extremely well-resourced and provides a welcoming area for children to learn through imaginative and challenging play. The current layout enables children to move the planks and crates to create and change their own play space. The resources and toys are set out by staff to support children's learning with links to the planned themes and topics. Children take great pleasure in using the ride-on toys. They have many varied opportunities to practice their recently acquired physical skills with excellent support from staff.

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

Children develop exceptionally strong bonds with their key person and the whole staff team. They are very confident in making their needs known and in seeking help and comfort from staff. The detailed information gained from parents as children start at the nursery school is readily available to all staff, so they can support children's individual care needs to an extremely good standard. Children's changing needs are met as they are cared for in age and stage related key groups, this ensures their individual needs are identified and met to a very high standard by the designated key persons. Children learn about their own culture and language as all activities and routines within the nursery school are supported in Hebrew. A weekly Israeli singing and music session extends their use of language with vibrant music, great enthusiasm and lots of fun and laughter. This session teaches children about actions, movements and body parts with new words in Hebrew. Children's understanding of their body and physical skills are supported and promoted to a very high level.

The well-being and safety of children is of extremely high priority. The security officer monitors visitors and helps around the building with caretaking duties, as well as being involved in some of the activities and events. Children know him well; this builds on their understanding of people who help them in the community. Staff teach children how to manage their own safety through well-planned, everyday routines. They are reminded not to run, to take care as they move around the room and be aware of how their actions impact on others playing nearby. Staff use very effective strategies to ensure children understand the rules of the nursery school and as a result, children's behaviour is good.

The art room is thoroughly cleaned before being used for snack and lunchtime. Children are very keen to use the mobile, free standing hand washing unit. They can reach the low-level sink, soap and paper towels, their independence is supported to an exceptionally good level. Lunch is a calm and relaxed time, it provides all children opportunities to test and taste new foods. The nursery school prides itself in providing a home from home menu that meets the cultural and dietary needs of all children. Staff sit with children to teach them to use their cutlery, to talk about the food they like and to encourage them to eat new foods. At snack time children are guided to look for their named drawers in the low-level storage units, they find their snacks and choose where to sit. Children are

involved in clearing away the table to encourage independence. They are developing good social skills, which prepares them for experiences in the wider world, such as nursery and school.

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

The highly qualified registered provider is involved on a regular basis with the day-to-day running of the nursery school. She has extremely high expectations for the quality of care and learning that is provided for all children attending the nursery school. Children are protected to a very high level because all staff attend regular safeguarding training and are aware of the importance of monitoring and maintaining children's safety and well-being at all times. The nursery school uses the Local Safeguarding Children Board code of practice as the basis for their safeguarding procedures. A robust recruitment and thorough induction process ensures all adults working with children are suitable to do so. Very effective risk assessments, including the roles and responsibilities of the security guard and on site close circuit television ensures the entire nursery building is monitored to ensure the safety of children is of utmost priority.

The registered provider and the highly motivated and skilled staff team have a very strong commitment to continuous improvements and training. They were awarded the Hertfordshire Quality Standard in 2013, demonstrating a commitment to providing outstanding care and learning for all children. Staff have regular opportunities to share their ideas and opinions through regular team meetings. They actively contribute to the overall planning, which is shared amongst the staff team with weekly plans emailed to staff, so they can adapt and plan to meet the needs of their key children to a very high standard. There is a very comprehensive evaluation process. This clearly demonstrates that the registered provider and the manager have an excellent insight into the management and quality of learning within the nursery school. Priorities are identified and action plans for continued and planned improvements are in place. All aspects of the overall practice, activities and learning opportunities are evaluated and reviewed to ensure all children make rapid progress in relation to their starting points. The nursery school accesses training organised by the local authority to consistently extend and develop the staff teams professional skills to enable them to support children to a very high level. They work extremely closely with children centres, early years agencies and professionals when children need additional support. Strong links with local schools ensure the transition to reception class is managed exceptionally well; teachers visit the nursery school to meet children and to see the outstanding learning opportunities they take part in. A detailed transition summary of children's achievements is shared with these settings to ensure all children benefit from continuity in their care and learning.

The nursery school has exceptionally good relationships with parents and extended families. Those spoken to at the time of the inspection talked about how much they valued the excellent learning experiences their children take part in and how they would recommend the nursery school to other families. They are very pleased to be involved in social events, coming into the nursery school to share in festivals and fund raising events,

this enables the nursery school to purchase specialist pieces of equipment to improve children's learning and play experiences. The nursery school has a very informative web page, detailed information on display around the building and a weekly newsletter ensures all parents are fully informed about the day-to-day running of the nursery school. Parents are heavily involved in their children's learning, they share events and occasions at home through the 'My Special Week at Little Bicks' form. Good deeds and kind actions are shared through the Mitzvah, these important events are shared at group time, children gain in self-confidence and self-esteem. Parents' views are sought through questionnaires and regular discussions. This information is used in the overall evaluation process and to ensure the nursery school continues to adapt and improve their already excellent practice and outstanding learning opportunities for all children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY388494
Local authority	Hertfordshire
Inspection number	873939
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	44
Name of provider	Little Bicks Ltd
Date of previous inspection	13/07/2009
Telephone number	07968149585

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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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Store St
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M1 2WD

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