

Menorah Girls High Creche

Menorah High School for Girls, 23 Dollis Hill Estate, Brook Road, LONDON, NW2 7BZ

Inspection date	17/07/2014
Previous inspection date	05/12/2011

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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff understand how to promote children's learning and development well. Therefore, children enjoy learning through play and are making good progress.
- Staff have positive relationships with parents and gather information from them that helps ensure children receive the support they need, particularly as they experience times of change.
- The manager demonstrates a clear commitment to making continual improvements to improve outcomes for children.

It is not yet good because

- The provider failed to meet the welfare requirements for changes that must be notified to Ofsted, with particular regard to providing information about the new manager.
- The creches policies for safeguarding do not cover the use of mobile phones and cameras as required to protect the children, however, staff are aware not to use their mobiles.

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 had a tour of the premises with the manager.
- The inspector took account of parent's views.
- The inspector carried out a joint observation with the manager.
- The inspector sampled children's learning records and the creche's policies.
- The inspector discussed self-evaluation systems and safeguarding procedures with the manager, and the registered provider.

Inspector

Carolina Montesinos Zamora

Full report

Information about the setting

Menorah Girls High Creche registered in 2011 and operates from the Menorah High School for Girls, in Dollis Hill, in the London Borough of Brent. The creche provides care for children of teachers at the school and offers spaces to teachers from another school close by. The creche operates from one room on the ground floor of the school. A separate entrance is available for parents to drop off and collect their children. The creche employs four staff to work with the children, three of whom hold suitable childcare qualifications. The creche is registered on the Early Years Register and there are 17 children on roll in the early years age range, most attend on a part-time basis. The creche supports children with special educational needs and /or disabilities. The creche opens during school term times only, on weekdays from 8.30am to 4.20pm.

What the setting needs to do to improve further

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

- ensure that the safeguarding policy meets the requirements of the Local Safeguarding Children's Board, including the use of mobile phones and cameras in the setting to safeguard children at all times.

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

- extend children's opportunities to participate in energetic play activities, in order to further enhance their interests and challenge them in their physical development.

Inspection judgements

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

Staff provide an inviting environment and a variety of activities across the areas of learning, which children enjoy. Staff observe children carefully therefore, they have a sound overview of their interests and needs. They know how to enthuse children and extend their learning by teaching children how to use new resources. For example, staff plan sensory 'foam' activities outside and introduce different shape sponges. Children use these to make prints and patterns with, and talk about what they see and feel. Therefore, children are generally engaged in purposeful play, become confident trying new experiences and make good progress in their learning.

Overall, staff support children's language development well, they get down at children's level to play, maintaining a running commentary and modelling language. For example,

children play imaginatively in the home corner making cups of tea and a meal for staff members. Staff talk through with children what they are doing and labels the different items the children give to her. Children develop an understanding of language, rhyming and alliteration through music and singing activities. Children enjoy their morning group time when they greet each other with their 'hello' song. Older children help staff by modeling their responses to their younger friends, who start to gain confidence in responding. This effectively promotes children's developing positive relationships with their friends. Children like singing their favourite nursery rhymes. They start to use simple signs and actions alongside their singing. For example, they clap, stomp and nod when they sing 'if you're happy and you know it'. This also gives those who require additional support, such as, younger children and those with additional needs further opportunities to use actions and gestures as well as language. This helps them to express themselves and explore sounds. Staff generally promote children's physical development well. Children have access to an enclosed outdoor space where they have opportunities to explore movement and control skills. For instance, children use a range of tools for scooping, pouring and sifting sand and water, and enjoy observing their cars roll down a small slide. Staff also encourage young children to 'have a go' at going down the step into the outdoor area independently. However, staff do not always make the best use of resources and space available to extend young children's interests in movement and challenge their physical abilities further. For example, staff do not always provide more high-energy activities for those children who are not engaging well in activities as they have a lot of energy to expend.

Parents spoken to at the visit say their children are very happy at the nursery and that the staff are fantastic and very supportive. Staff gather information from parents as children settle, in order to inform their planning of the educational and care programmes for each child. They continue to talk to parents on a regular basis about children's interests and their children's progress. This contributes to children's learning and establishes ongoing partnership work with parents. Staff complete the required progress checks for two-year-old children so that parents and, at times, other professionals are kept informed of their children's needs and their developmental progress.

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

The key-person system provides secure relationships for children. However, the weakness in leadership and management with regards to the safeguarding policy has some impact on children's welfare and well-being. Children demonstrate they have developed positive bonds with their key person and the rest of the staff. For example, children hold out their arms to give hugs to the staff when they see them. Young children settle generally well into the creche and staff offer comfort and support to those children who find it difficult at the beginning of the day. As a result, they are soon ready to join in with the activities and play with the rest of the children. Overall, children are inquisitive and confident exploring their learning environment. This shows they are happy and feel safe with the staff team. Staff use soft voices with the children and give children meaningful praise with regards to their attitude for sharing and kindness. As a result, young children learn to play cooperatively and share. On the day of the visit children were observed choosing to share

a toy with a younger friend, without being prompted by an adult. Additionally, two friends sit in a small push car, giggling as they try to figure out how they can work together to make it move in the same direction. Therefore, there is a friendly and joyful atmosphere amongst the children in the creche. Children build good friendships, learn positive boundaries and show positive behaviour appropriate to their age. There are positive relationships with parents. Staff are proactive in finding out information about the children's next settings so that they can plan activities and talk to children about going to school. Therefore, positive relationships around the children help them to become confident in making choices and expressing preferences. This prepares children emotionally for their moves on to other settings.

Staff follow sound hygiene practices in the creche. They ensure areas used by children are clean and tidy, and use protective gloves and aprons when serving food. Children have access to drinks through the day. As part of their daily routines staff teach children the importance of washing their hands before meals. This promotes children's well-being effectively and teaches them about healthy lifestyles. Children develop self-help skills as they eat their meals with increasing independence. Meals are provided by parents and are generally healthy. Staff provide a mixture of self-chosen and more structured activities through the day. This ensures children have regular access to fresh air. For example, children can move freely between the indoor and outdoor play provision. This encourages children to access large spaces, and provides many suitable opportunities for exercising and developing physical development.

Staff place importance on the safety of the children. They have a sound understanding of their safeguarding policies and procedures, and conduct daily checks of the premises to ensure children play safely in the creche. Children learn about safety as they learn how to use resources appropriately and participate in fire evacuation drills, with the whole school, which helps them learn about how to help keep themselves safe in an emergency.

There is an ample range of age appropriate resources available to children. There is a suitably resourced outdoor space and staff rotate the activities to ensure children can access all the areas of learning both inside and outside. Staff teach children about diversity as they make books and other multicultural resources available. Additionally, staff teach children songs in Hebrew. This helps children to develop a sense of belonging and gain an understanding of the world around them.

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

There is sound leadership and management of the provision. However, the provider has failed to provide Ofsted with information about a new manager, within the required timescale. This is a breach of legal requirements. However, on this occasion Ofsted do not intend to take any further action. As the person concerned had already been vetted, this breach of requirements did not have a significant impact on children's welfare. Following the inspection, the provider took action to provide the manager's details to Ofsted.

Overall the management of the creche has sufficient understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Systems for recruitment are sound and ensure all staff working with the children undergo suitability checks and have access to training and induction sessions. Policies and procedures are generally followed and shared with parents, and this contributes to promoting the safety of the children. Staff attend safeguarding training and have a sound understanding of child protection issues. They know what to do and who to contact if they have concerns about a child. This contributes positively to promoting the welfare and well-being of the children attending. However, the safeguarding policy does not contain details about the use of mobile phones and cameras in the provision as required. This is a breach of legal requirements. However, staff do not use their mobile phones when they are working, but neither do they put their phones away, as they keep them for use in an emergency. Therefore, although they are not following appropriate safeguarding procedures there was minimal impact on children's welfare and well-being.

Children are cared for in a safe and secure environment. Staff complete suitable risk assessments and daily checks of the premises. The staff-to-child ratio is maintained at all times and staff remain vigilant to risks throughout the day. All visitors are required to check in at the school's main gates, and sign in at the creche to ensure children's safety. Accidents are monitored and there are clear procedures implemented for the recording of these, and the sharing of this information with parents. Staff follow first-aid procedures for minor injuries and ensure there is a care plan for children who have allergies.

The manager has sound understanding of the requirements for learning and development. She works directly with the staff and children and monitors the educational programmes on an ongoing basis through daily observations. This means staff understand their role and duties in caring for the children. They have regular meetings to discuss planning and review their provision in order support, and extend children's learning. She continues to work with the local authority professionals and staff to monitor the effectiveness of the educational programmes. There are sound processes to evaluate quality and identify improvements throughout the nursery. For example, the manager identified the need to enhance the systems for observation, assessment and planning to make them more effective, and precise in tracking the process of individual children. As a result, she takes on board suggestions and comments raised by parents and the local authority workers in order to secure further improvements. The manager has a very positive attitude to developing the creche staff's practices. Plans are being made to develop the garden area and create an interactive self-registration board. Overall, this means that the manager uses self-evaluation systems well to support continual improvement to promote outcomes for children. The management understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need. Partnerships with other professionals mean that staff are able to receive training to support and meet the specific needs amongst the children. This helps in narrowing educational gaps 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	EY427927
Local authority	Brent
Inspection number	816630
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	13
Number of children on roll	17
Name of provider	Haronem Ltd
Date of previous inspection	05/12/2011
Telephone number	0208 2080500

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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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