

Finchley Yochien

6 Hendon Avenue, LONDON, N3 1UE

Inspection date

10/09/2014

Previous inspection date

10/03/2014

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

4

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- The setting has insufficient procedures for liaising in English with outside agencies, including Ofsted, and keeping all records in written English. This weakness compromises children's welfare, particularly in emergency situations.
- Staff do not extend young children's learning by giving them sufficient opportunities to learn through independent, active, exploratory play.

It has the following strengths

- Children are happy and well behaved. They have good relationships with staff and other children, and happily engage in activities.

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 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 inside and outside.
- The inspector talked to parents, staff and children.
- The inspector met the nominated person and the manager.
- The inspector sampled some policies and evidence of staff suitability.

Inspector

Louise Bland

Full report

Information about the setting

Finchley Yochien registered in 2005. The nursery is part of the Finchley and Acton Yochien School, which is located in the London Borough of Barnet. The school is one of four independent schools run by Golders Hill School Ltd. The registered nursery group takes children from two to three years of age only. The nursery operates from two inter-connected ground floor rooms in a detached house in which the rest of the school is accommodated. All children share access to an enclosed garden and the school hall. Japanese is the main language used at the nursery. Currently there are 22 children on roll. The nursery is open each weekday from 9am until 2.45pm, during term time only. The nursery has five staff, and is managed by the headteacher and deputy headteacher of the whole school. Six staff hold appropriate early years qualifications.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

ensure staff have sufficient understanding and use of English to ensure the well-being of children in their care; in particular to keep records in English, to liaise with other agencies in English and to summon emergency help if needed.

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

- provide interesting and challenging experiences, and resources, that meet the needs of all children and encourage them to learn through active exploratory play.

Inspection judgements

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

Staff and children speak Japanese at this setting. No English is used. The provider employs an English teacher to teach English to children in each class on a part-time basis. Children are happy and well behaved. They can choose from resources around the room that reflect all areas of learning. For example, children made a card for Grandparents' Day, using the crayons provided to draw pictures of themselves. However, staff do not provide, as required, a mix of activities led by children, or activities led or guided by adults. The focus on adult-led learning limits the young children's ability to engage in purposeful independent play, where they can explore, learn to solve problems and think for

themselves, using a range of interesting resources.

Staff assess children in all areas of learning, including their language development in Japanese and English, and complete the progress check for two-year-old children in consultation with parents, as required. However, children's records and the plans for their next steps in learning are recorded in Japanese. This means that, without translation, children's progress in Japanese or in English is not clear. This limits the accessibility of information for others, including outside agencies and other partners, such as schools. It also means that only Japanese speakers are able to monitor the effectiveness of the educational programmes in helping children to make progress. At the inspection, staff were unable to explain how children's progress is tracked and how well they are making progress.

Parents say their children are happy at the school. They have daily contact with staff, who inform them of children's activities and well-being. Parents are involved in contributing to their children's report books, and taking part in special events. Staff invite parents to sports days and other events. These activities promote partnerships between the school and parents, and support continuity in children's learning.

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

Staff have some understanding of how to keep children safe through safeguarding procedures. However, staff do not speak English to a sufficient standard to be able to summon emergency help if necessary, which compromises children's welfare. In addition, children's records are kept in Japanese and are therefore not accessible to persons from outside agencies who may have concerns about a child's well-being.

Young children have a key person, who is the class teacher, which helps them feel safe and secure. Children develop good relationships with their key person and all staff. Staff provide a smaller fenced area in the garden to help younger, or quieter, children play comfortably away from the older, more lively, children. Children behave well because staff set clear expectations. This contributes to children's well-being and happiness.

Staff ensure children follow healthy personal routines, for example washing their hands after using the toilet and before eating snacks. Staff plan for children to use the large garden to practise their physical skills and enjoy fresh air. There is a spare room for children to use for physical play if the weather is bad because staff understand that physical activity is important for children to stay healthy. Staff encourage children to drink water. They provide healthy Japanese food for them to eat, which includes fish, rice and vegetables.

Children develop independence by feeding themselves, washing their hands and using the toilet. Staff encourage them to put on their shoes and to find their coats and bags. This builds their confidence and helps to prepare children for the next stages in their learning. Children are helped to settle in before they join through visits where children and parents

meet and get to know the staff.

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

The provider has not ensured that staff speak English to a sufficient standard to be able to summon emergency help, liaise with other agencies or keep records in English. Staff have an understanding of how to keep children safe through safeguarding procedures and all staff have received safeguarding training. However, children's well-being is compromised as a result of the staff's insufficient level of spoken English. Staff cannot demonstrate that they can summon emergency help in English. This is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage, and of the Childcare Register, and puts children at risk.

Planning records are in Japanese and staff do not speak sufficient English to demonstrate how they monitor and evaluate the effectiveness of their practice or the impact that this has on children's progress. Management has not ensured that there is a good balance of adult-led and child-initiated learning so that staff encourage children's learning through active exploratory play. This means that children do not explore and follow their own learning.

The provider has updated the recruitment procedure to ensure suitable staff are employed. All staff are vetted and qualifications are verified. There are six members of staff with current valid first-aid certificates, who are located in different parts of the building. This helps to ensure that staff are available to respond to any accidents quickly. The entrance door is locked which ensures that only known adults are admitted to the main building. Visitors are requested to show identification and sign in.

The staff have formed an action plan to include actions from the previous inspection. Some plans have been effective. For example, the provider has received training in recruitment and has put this into practice, and all staff have received safeguarding training.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the registered person, the manager and any person caring for, or in

regular contact with, children has a sufficient command of the English language to ensure the welfare and safety of the children being cared for (compulsory part of the Childcare Register).

- ensure that the registered person, the manager and any person caring for, or in regular contact with, children has a sufficient command of the English language to ensure the welfare and safety of the children being cared for (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY303773
Local authority	Barnet
Inspection number	967654
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 6
Total number of places	54
Number of children on roll	54
Name of provider	Golders Hill School Limited
Date of previous inspection	10/03/2014
Telephone number	020 8343 2191

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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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