

# Finchley Yochien

6 Hendon Avenue, London, N3 1UE



## Inspection date

5 March 2015

## Previous inspection date

10 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The teaching of English-speaking skills is not promoted consistently throughout the provision to ensure that all children are developing spoken English to a good standard.
- Managers do not ensure that staff consistently record children's starting points, and involve parents in the tracking of their children's progress. Consequently systems to support children's progress are not yet fully effective.
- Partnerships with parents are not strong enough to promote children's learning at home.
- Staff do not effectively support all children to get ready for nap time. This results in some children having an uncomfortable rest as they lie directly on the bed and become sweaty as they have no bottom sheet.

### It has the following strengths

- Children enjoy positive relationships with staff. It is evident that they are secure and happy in this welcoming environment which supports their developing confidence and independence.
- Children's behaviour is good; they are developing polite and respectful behaviour which supports their learning as they share and take turns with friends.
- Children have good opportunities to develop their physical skills in their inviting and challenging outdoor environment.

## **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 quality of teaching across the provision for all age groups of children is consistent in promoting children's opportunities to develop English-speaking skills
- ensure that the tracking of children's progress and the recording of their starting points are consistently managed in partnership with their parents.

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

- improve consistency of care practices to aid children's comfort at sleep time
- improve further opportunities for parents to share information about their children's learning at home.

## **Inspection activities**

- The inspectors observed children's play in all early years rooms and outside in the garden.
- The inspectors spoke to staff and children at appropriate times during the inspection and held meetings with the provider and managers of the provision.
- The inspectors carried out joint observations with managers.
- The inspectors spoke to a number of parents and took account of their views.
- The inspectors looked at children's records, planning documentation, evidence of suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### **Inspector**

Siobhan O'Callaghan / Sonia Lobo

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children enjoy a wide range of experiences which help to promote many aspects of their learning and development. They are confident to initiate their play and enjoy being the leader when they help staff with various tasks during the day. Children confidently count and recognise familiar numbers and letters in their environment as staff teach them through fun activities both inside and outside in the garden. Younger children have good opportunities to develop English-speaking skills as staff effectively promote a balance of teaching in Japanese and English. However, teaching across the provision is variable which results in older children not experiencing the same good opportunities to develop English. Children are able to listen and persevere in their activities and they demonstrate a positive approach to learning which supports their preparation for school. Planning and assessment systems to monitor children's progress are underway but recording children's starting points and the engagement of parents in their children's learning are not yet robust. Consequently, early identification of any potential gaps in learning is not currently assured.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children are happy and settled in their safe environment. They enjoy secure attachments with staff as the key person system continues to evolve in the setting. Staff are good role models as they teach children to respect one another and to work in cooperative ways. Children enjoy healthy snacks and meals and have ample opportunities to be outside and engage in energetic play which supports their physical and emotional well-being. Staff teach children to follow positive hygiene practices which include brushing their teeth after lunch. However, staff are not sufficiently vigilant at sleep time to ensure that all children have appropriate bedding. Consequently, some children awake hot and sweaty due to being uncomfortable. Staff demonstrate a satisfactory knowledge and understanding of safeguarding practices and teach children how to behave in safe ways.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Managers have a clear overview of the requirements of the Early Years Foundation Stage. They have worked hard to address actions from their last inspection. However, managers acknowledge that the quality of teaching is not consistently effective in promoting all aspects of children's learning. Self-evaluation is reflective and priorities for improvement have been accurately identified. For example, managers know that recording baseline assessments on entry is a key area to improve. Managers have prioritised training for staff and continue to develop staff supervision to support improvement. However, the tracking of children's progress, which is completed in both Japanese and English, is not currently robust in identifying gaps in all children's learning. This is because these systems are relatively new. Parents share that they are happy with the provision and that staff are always happy to speak to them about their child's care. Secure vetting and recruitment procedures help to ensure that staff are suitable and qualified.

## Setting details

<b>Unique reference number</b>	EY303773
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1004968
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	54
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Golders Hill School Limited
<b>Date of previous inspection</b>	10 September 2014
<b>Telephone number</b>	020 8343 2191

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. It operates from a large detached house where children are grouped into classrooms according to their age. The registered nursery group only takes children from two to five years of age. The setting provides a bi-lingual environment providing teaching in English and Japanese. The setting opens on weekdays from 9.15am until 3pm during term time only. In total there are seven permanent staff working directly with the early years children. All staff have relevant early years qualifications.

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