

# St John's Wood Synagogue Kindergarten

37-41 Grove End Road, London, NW8 9NG



<b>Inspection date</b>	8 May 2015
Previous inspection date	27 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good and educational programmes are sound. Staff prepare and implement challenging and stimulating activities indoors, often linked to familiar themes and interests, which support children to make progress and develop.
- The dedicated staff team works well together, using regular observations and assessments to inform planning and a highly effective key-person system. As a result, staff target and meet children's individual needs effectively to promote their well-being very successfully.
- Partnership with parents is excellent, as they are kept informed about all aspects of their children's care and learning. This helps children become independent learners.
- Staff have a good knowledge of child protection. Regular safeguarding training and up-to-date checks help to ensure children are kept safe from harm.
- Staff are good role models with a gentle and happy approach. They teach children about taking turns, sharing and being kind, so behaviour is consistently good.
- Managers have a good knowledge of the Early Years Foundation Stage and support staff by providing regular training opportunities. This enables staff to improve their knowledge so that they are more able to support the children's learning and development.

**It is not yet outstanding because:**

- The resources and activities that staff provide outdoors do not always offer the same levels of challenge and interest to mirror the quality of the inside learning environment.
- Staff are not always consistent in challenging children's thoughts through effective questioning to enhance their learning experiences, for example, by inviting children to test their ideas and think critically.

## What the setting needs to do to improve further

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

- further enhance children's all-round learning experiences, for example, by providing outdoor resources and activities that reflect the levels of challenge and interest of the inside learning environment
- enhance the quality of teaching further by consistently using challenging questions which invite children to think critically and test their ideas.

### Inspection activities

- The inspector spoke with the children, manager, staff and parents throughout the inspection.
- The inspector examined documentation, including policies, children's records and the provider's self-evaluation.
- The inspector observed activities and the children at play throughout the inspection.
- The inspector observed the teaching and the impact of this on children's learning, indoors and outdoors.
- The inspector carried out a joint observation with the manager.

### Inspector

Avaril Allen

## Inspection findings

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

Children are encouraged to play and explore as staff provide a stimulating and well-resourced learning environment overall. Activities represent all seven areas of learning. For example, children have space to develop large physical movements on climbing frames and develop early writing skills when making marks in shaving foam. Staff encourage children's confidence and self-esteem through role playing the Shabbat rituals. They help children learn to make connections with home and faith by introducing resources, such as Shabbat candles, Challah and Kiddush cups. Staff communicate well with children, listening and responding attentively. They plan educational programmes well from their observations to meet children's individual needs and encourage progress. Staff obtain information from parents when children start attending and carry out continuous assessments, including the progress checks for two-year-olds. Staff have a good understanding of the requirements of the Early Years Foundation Stage. They have high expectations of the children and prepare older children for the next steps in their learning.

### **The contribution of the early years provision to the well-being of children is outstanding**

There is a very strong sense of community and staff and children quickly build very positive relationships. Children learn and make progress in a caring and passionate environment, where staff are excellent role models. As a result, children demonstrate high levels of good behaviour. Staff encourage children to share and care for each other, which they do exceptionally well. For example, children negotiated the stairs together, helping and protecting each other. Children have high levels of self-esteem and are confident and enthusiastic learners. Staff encourage children to care for their environment by treating resources with respect and tidying up at the end of the session. Staff promote children's good health very well. They implement very effective systems of personal hygiene. As a result, children clearly understand the importance of hand washing and staff support young children to quickly gain confidence with toilet training. Staff implement an efficient and thorough key-person system, which enables children to receive consistent care and learning to meet their individual needs very effectively.

### **The effectiveness of the leadership and management of the early years provision is good**

Leadership is strong because the manager has a clear understanding of the requirements of the Early Years Foundation Stage. Staff follow robust arrangements to monitor children's progress. They implement a supporting programme of regular observational assessments effectively and use their findings to plan challenging and stimulating activities that reflect children's interests. The manager has addressed recommendations raised at the last inspection through effective self-evaluation. Staff undertake a wide range of training courses, which they use successfully to enhance outcomes for all children.

## Setting details

<b>Unique reference number</b>	135095
<b>Local authority</b>	Westminster
<b>Inspection number</b>	836420
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	17
<b>Name of provider</b>	United Synagogue
<b>Date of previous inspection</b>	27 January 2009
<b>Telephone number</b>	020 7286 3859

St John's Wood Synagogue Kindergarten is a privately owned Jewish nursery. It originally registered in 1992. The premises are situated on the second floor of a Synagogue in the St John's Wood area in the City of Westminster. The group opens during school term times on Mondays, Wednesdays and Fridays, from 8.45am until 12.15pm, and on Tuesdays and Thursdays it remains open until 1.15pm. There are five members of staff who work with the children, including the manager. Most of the staff hold qualifications from levels 3 to 6, with one member of staff holding Qualified Teacher Status.

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