

# Pinner Jewish Kindergarten

1 Cecil Park, Pinner, Middlesex, HA5 5HJ



## Inspection date

4 November 2015

Previous inspection date

14 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children make good progress and staff engage with them effectively. They plan activities according to each child's level of ability, age and stage of development.
- Partnership with parents and external agencies is effective. The regular flow of useful information means parents can continue to support their children's learning at home.
- Children are developing strong mathematical skills throughout their time at nursery. Staff use every opportunity, both inside and outside, to teach children mathematics.
- Leaders and staff have high expectations for children's all-round development and achievement. They know and understand how children learn, and use this information to support and challenge them accurately.
- Children flourish effectively due to the sensitive care practices in place. Staff promote children's independence and emotional well-being, helping them to develop their identity and a healthy self-esteem.

### It is not yet outstanding because:

- At times, staff miss opportunities to extend children's language development even further, for example, through the use of skilful discussions and questions.
- Staff do not always make the best use of opportunities for children to practise their writing in order to strengthen their early literacy skills.

## What the setting needs to do to improve further

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

- increase opportunities for children to engage in more purposeful ways to further their language and communication development
- explore a range of ways to continue extending opportunities for children to practise their early writing skills.

### Inspection activities

- The inspector observed the quality of teaching and learning activities inside, and during outdoor play.
- The inspector held discussions with the staff and managers.
- The inspector completed a joint observation with the manager.
- The inspector spoke with some parents and took account of their views.
- The inspector sampled some documentation, including safeguarding practices, the setting's self-evaluation and children's learning records.

### Inspector

Josephine Adeyemi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff know how to keep children safe. They embed effective systems for safeguarding and identifying any child protection concerns. Staff benefit from up-to-date training and information to help them respond accurately to children's needs. Managers are well qualified, knowledgeable and enthusiastic about giving children in their care the best possible outcomes. They use their knowledge of how children learn to monitor their individual progress. Partnerships with parents and professionals are highly reflective; they work together to identify and close any gaps in children's learning. Children and parents receive prompt support, when needed. Managers are dynamic and committed. They are consistently exploring ways to improve the quality of care and education children receive. They embed a clear system for self-evaluation to identify ways to develop the provision further. Leaders monitor staff performance, and provide accurate support and training at all levels. They ensure staff contribute their ideas regularly as part of the evaluation process.

### Quality of teaching, learning and assessment is good

Staff use detailed information to plan challenging activities in line with children's interests. They implement secure assessments and observations to help them quickly identify areas where children need additional support. They provide individual support to ensure all children make good progress. Staff effectively promote the development of children's mathematical skills for the future. For example, they encourage children to count, identify colours, sort items and do simple addition. Staff help children learn useful new vocabulary in order to express themselves, as well as develop their confidence for the future.

### Personal development, behaviour and welfare are good

Children feel safe with the caring and nurturing staff team. They settle quickly, form secure emotional attachments with staff and make friends. Children behave extremely well; for example, they benefit from secure routines and staff who model good behaviour. New children are learning to show respect, for example, by being polite and waiting patiently to take turns. Staff help children to develop their self-esteem and confidence, such as by celebrating their achievements and efforts with praise, which encourages children to try harder to complete their chosen tasks.

### Outcomes for children are good

Children are learning useful skills for the future. They are independent learners who are confident to follow their own interests. For example, they serve and pack away their snacks, pour their drinks and learn to dress themselves. Staff support children effectively to move on to the next stage of their learning, including their move to school.

## Setting details

<b>Unique reference number</b>	509166
<b>Local authority</b>	Harrow
<b>Inspection number</b>	842300
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Pinner Jewish Kindergarten Committee
<b>Date of previous inspection</b>	14 June 2011
<b>Telephone number</b>	020 8868 7204

Pinner Jewish Kindergarten registered in 2000. It is located in the London Borough of Harrow. The setting opens weekdays from 9am until 12.30pm during the summer months, and on Friday of the winter months from 9am to 12 noon, all year round except Christmas and bank holidays. The provider employs four members of staff. Of these, two hold appropriate early years qualifications and two have achieved Qualified Teacher Status. The setting provides funded early education for children aged two, three and four years. Staff support a number of disabled children and those who have special educational needs.

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