

# Gan Menachem Hendon

54 Parson Street, London, NW4 1TP



<b>Inspection date</b>	26 November 2015
Previous inspection date	30 January 2012

<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
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

- Leaders are enthusiastic and make good use of their qualifications. They have driven improvement well since the last inspection to maintain good standards.
- Staff value all children and promote their development effectively, whatever their background, in the welcoming and stimulating environment.
- Children are motivated, engaged and make good progress in their learning, supported through a good partnership between the staff and parents. Key information is shared so that staff continually plan for the children's ongoing interests.
- Staff are friendly, approachable and positive role models for the children. They work closely with parents to settle children in. Children build good relationships with staff, and are confident and secure.
- Children use their imaginations well and are creative. They talk to staff confidently, and discuss their preferences and interests during their play.
- Staff promote children's understanding of healthy lifestyles effectively. Children have regular opportunities within their daily routine for fresh air and exercise. They develop their physical skills well.

### It is not yet outstanding because:

- Although children develop their independence well, staff miss chances to extend this.
- Technology resources are not always readily available for children's use to fully extend their understanding of the world.

## What the setting needs to do to improve further

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

- increase the range of resources that are readily available to children that promote their skills in using technology
- take every opportunity to further develop children's independence.

### Inspection activities

- The inspector held discussions with the manager and the staff on issues relating to safeguarding practices.
- The inspector reviewed relevant documentation, including the nursery's policies and procedures.
- The inspector spoke to parents/carers during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of teaching practice and the impact this has on children's learning.

### Inspector

Roberta Ingram

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of child protection. Management and staff implement secure policies and procedures to promote the safety, well-being and good health of the children attending. All staff are cleared as suitable to work with children through clear recruitment and vetting procedures. The manager oversees the monitoring and evaluating of the nursery's provision to identify areas for improvement. She highlights these through staff support sessions to improve the quality of teaching. Partnerships with other childcare professionals are effective and contribute well to meeting children's individual needs. Prompt intervention is taken if staff note any gaps in children's learning, or if children need additional support.

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

Staff have a good understanding of how children learn and develop. Staff know when to join in with children's play and extend their learning. For example, when children created a rocket from a box, staff encouraged further thinking by asking questions. Children took turns well during the activity. Staff plan fun activities that children enjoy. Staff promote children's communication and language development effectively. Children happily join in with group activities and willingly share their ideas for all to hear. The manager and staff monitor children's progress through ongoing observation, planning and assessment. This enables them to identify and plan for what children need to learn next, so learning builds on what children already know and can do.

### Personal development, behaviour and welfare are good

Staff encourage children to be proud of their backgrounds and origins, and to appreciate those of others. Staff praise the children, which raises their self-assurance. Children learn to get on well together and to respect each other. Staff make their expectations clear and children behave well. Children learn to manage their personal needs. They put their coats on and off independently and hang them up on their pegs.

### Outcomes for children are good

All children make good progress in their learning. Children communicate well, are keen to learn and develop their coordination successfully. They learn early mathematical skills, including counting, and begin to learn about writing. Children are well prepared for the next stage of their development.

## Setting details

<b>Unique reference number</b>	EY432128
<b>Local authority</b>	Barnet
<b>Inspection number</b>	823758
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Gan Menachem Hendon Ltd
<b>Date of previous inspection</b>	30 January 2012
<b>Telephone number</b>	07807547487

Gan Menachem Hendon registered in 2011. It is located in Hendon, in the London Borough of Barnet. The nursery opens on Monday to Thursday from 9.30am until 3.30pm, and on Friday from 9.30am until 12 noon. The provider employs 26 members of staff; of these, 20 hold relevant early years qualifications. One member of staff holds Qualified Teacher Status. The provider is accredited to receive government funding for the provision of free early education for children aged two, three and four years.

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