

# Lubavitch Of Edgware Kindergarten

230 Hale Lane, Edgware, HA8 9PZ



<b>Inspection date</b>	2 February 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The management team does not check the ongoing suitability of staff to work with children. Less than half of the staff hold an appropriate qualification. In addition, not all staff responsible for the preparation of meals receive appropriate training in food safety. These practices mean the provider does not fully promote children's welfare.
- At times during activities, staff do not support younger children to respond to and use mathematical vocabulary.
- Staff do not always plan outdoor activities or use resources available outdoors well to broaden the learning experiences of children who prefer to learn outside.
- The manager's evaluation process is not robust to fully identify areas for improvement.

### It has the following strengths

- Staff undertake regular observations and assessments, which they use efficiently overall to identify what children need to learn next and plan stimulating activities to extend their learning experiences. Children make good progress from their starting points.
- Children are settled and enjoy their time at the nursery. They talk happily about their home life and things that are important to them, such as the Shabbos Ceremony. They have good opportunities to learn about traditions and being part of a community.
- Staff establish positive relationships with parents. They encourage parents to be involved in their children's learning from when they start. Parents comment that they are happy with the care their children receive and the progress they make.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ check the ongoing suitability of all staff and ensure that they disclose any changes to their circumstances that may affect their suitability to work with children</li> </ul>	23/02/2018
<ul style="list-style-type: none"> <li>■ ensure at least half of the staff hold an appropriate early years qualification</li> </ul>	23/02/2018
<ul style="list-style-type: none"> <li>■ ensure that staff who prepare and handle food receive training in food hygiene.</li> </ul>	23/02/2018

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

- broaden the learning experiences of children who learn better outdoors
- support younger children to develop their mathematical language in order to promote their early mathematical skills fully
- develop self-evaluation methods to a good level, to identify strengths and priorities for improvement.

### Inspection activities

- The inspector had discussions with the manager about the nursery practices and procedures.
- The inspector observed staff's interactions with the children indoors and outdoors.
- The inspector spoke to staff at appropriate times and also spoke to parents to gain their views.
- The inspector looked at some documents, which included staff's records, training certificates and children's assessment records.
- The inspector invited the manager to complete a joint observation.

### Inspector

Jennifer Liverpool

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The management team does not meet all of the safeguarding and welfare requirements. For example, although it has suitable recruitment procedures prior to the appointment of staff, it does not check to ensure that all staff remain suitable to work with children. This does not have a significant impact on the children because on this occasion, the management team took positive steps to rectify this situation. Less than half the staff hold early years qualifications, which is not in line with the welfare requirements. Despite this, ratios are maintained and children are appropriately supervised throughout the day. Safeguarding is effective. Staff carry out regular risk assessments to reduce hazards to children. They have a suitable knowledge of child protection issues and know how to report concerns if a child is at risk of harm. The manager appropriately supports new staff to help them in their roles. She plans to hold supervisory sessions and book more staff on a paediatric first-aid course. However, the manager does not evaluate the quality of the provision effectively to identify weaknesses and breaches of requirements.

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

Staff obtain relevant information from parents about their children's abilities when they start to get to know the children and build on their existing skills. Staff provide a good range of opportunities for all children to explore mark making. For example, they write children's names in front of them. In addition, staff help children learn to use tools for particular jobs, such as paper hole-punch equipment and staplers, and to use them safely. Staff actively interact with children during their play to extend their learning experiences overall. For example, they ask children questions and give them time to think. They also use questions effectively, which enable children to express their ideas. However, at times, younger children's mathematical vocabulary is not fully encouraged.

### **Personal development, behaviour and welfare require improvement**

The setting's procedures to promote children's health are variable. Not all staff responsible for the preparation of food are trained in food safety. However, staff keep all areas that children have access to clean and tidy, and they help children learn the importance of good hygiene. The manager monitors the menu to provide a variety of food to cater for children's dietary needs. Children have daily access to outdoors. They use a wide range of resources that enables them to practise and extend their physical skills. The setting has a variety of resources, but, at times, staff do not make the best use of these resources throughout the environment to promote children's learning further.

### **Outcomes for children are good**

Children make good progress in their development and learning. Young children begin to hold writing tools appropriately and older children make a range of marks using wavy and straight lines. Children are confident and learn to behave well. They begin to understand the boundaries and learn to share and take turns when using resources. Older children can accurately count to 10, recognise numbers one to five and learn to measure. They are well prepared for the next stage in their development and school.

## Setting details

<b>Unique reference number</b>	EY540715
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1122767
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Lubavitch (UK) Limited
<b>Registered person unique reference number</b>	RP540712
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	020 89054141

Lubavitch of Edgware Kindergarten registered in 2017. It is located in Edgware in the London Borough of Barnet. The nursery opens Monday to Thursday from 8.30am to 4.30pm, and on Friday from 8.30am to midday, during term time. The provider is in receipt of funding for the provision of free early education for children age two, three and four years. The provider employs a total of 17 members of staff, including the manager. Of these, eight staff hold appropriate early years qualifications at level 2 or above. There is one member staff who holds a qualification at level 6.

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