

# Sharon Kindergarten

Finchley Synagogue, Kinloss Gardens, Finchley, London, N3 3DU



<b>Inspection date</b>	21 February 2018
Previous inspection date	23 June 2015

<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

- The management team is committed to providing high-quality care and learning experiences for children. Managers are reflective leaders who seek, and act, on the views of parents and other professionals to benefit children.
- Children are settled and emotionally secure. They have strong relationships with their friends and staff, who are warm, kind and gentle with them.
- Staff plan interesting and age-appropriate activities to help children make good progress in relation to their starting points. For example, young children delight in sensory and exploratory activities. Older children develop their understanding of letters and the sounds they represent, in readiness for school.
- Staff know children and their families well. They plan activities to reflect on children's cultures, traditions and their communities. Children have many opportunities to hear and use their home languages, supporting their sense of belonging.
- Staff form successful partnerships with parents. Parents are highly complimentary of the service they receive and say that their children are safe and secure at the kindergarten.

### It is not yet outstanding because:

- The manager does not monitor the development of groups of children effectively to identify less obvious gaps in their learning and help them make rapid progress.
- Staff do not organise all activities effectively. On occasion, the size of groups is too big and does not support children's learning fully, particularly those who are less confident.

## What the setting needs to do to improve further

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

- extend ways to monitor children's achievements, including specific groups, and use this information to identify less obvious gaps in their learning and help all children make the best possible progress
- review the size of group activities to support children's enjoyment and learning fully.

### Inspection activities

- The inspector reviewed the kindergarten's self-evaluation and discussed with the management team how it uses this to target improvements.
- The inspector had a tour of the kindergarten with the manager. She observed the quality of teaching during activities indoors and outdoors.
- The inspector checked documents relating to the suitability and qualifications of staff. She discussed with the management team the kindergarten's safeguarding procedures, risk assessments, accident procedures and assessments of children's progress.
- The inspector spoke to parents to obtain their views about the kindergarten. She spoke to staff and interacted with children at appropriate times.
- The inspector carried out a joint observation with the manager and deputy manager.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and staff have a good understanding of potential indicators that might put children at risk. They know the procedures to follow should they have any concerns about a child's safety to protect their welfare. The management team follows stringent recruitment procedures to help check that staff working with children are suitable to do so. The team provides staff with supervisory meetings to discuss their practice and skills. For example, staff attended training which increased their understanding of how to organise the resources and activities that has supported children's learning more effectively. The management team evaluates the provision well. It works closely with parents and other professionals to help them identify their strengths and future developments that raise standards and benefit children.

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

Staff observe and assess children's learning regularly. They make good use of the information to plan a balance of adult-led activities and opportunities for children to follow their interests. For example, staff showed children how to make dough using a variety of ingredients and utensils, while other children were busy exploring play tools in the construction area, developing their imagination and creativity. Staff use a wide range of strategies to develop children's language and listening skills successfully. For instance, during an activity they used props to tell a traditional story, modelling and introducing new words in English and Hebrew. Boys and girls listened and responded enthusiastically. Staff build on children's developing mathematical skills. Children begin to recognise numbers and shapes in their play.

### Personal development, behaviour and welfare are good

Children are happy and settled. They behave well and show care for their friends and the environment. For example, children helped staff to sweep up the sand to minimise risks to themselves and others. Staff teach children to behave well. For instance, they help children to resolve conflicts during play, such as using a sand timer. Children are active and have regular opportunities to continue their learning outdoors. For example, they enjoyed testing and improving their agility as they played with balls and hoops with increasing confidence. In addition, younger and older children practise their running and kicking skills consistently, which benefits their physical growth. Staff deploy themselves effectively to build on children's self-confidence and meet their individual needs.

### Outcomes for children are good

Children develop the skills that they will need for the next stage in their learning, including starting school. For example, younger and older children manage their self-care needs with increasing independence. They are motivated and keen to show what they know and can do, such as peeling fruit for their snack. Children have a good understanding of how to manage risks. For example, children explained during sport activities, 'we have to look up because we have to see where we are going'.

## Setting details

<b>Unique reference number</b>	147614
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1089741
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Sharon Kindergarten
<b>Registered person unique reference number</b>	RP909201
<b>Date of previous inspection</b>	23 June 2015
<b>Telephone number</b>	020 8346 2039

Sharon Kindergarten registered in 1971. It operates from the Finchley United Synagogue in the London Borough of Barnet. The kindergarten is open from 9am until 3pm from Monday to Thursday and from 9am until midday on Friday. It employs nine members of staff, including the manager. Of these, one holds an early years qualification at level 6, four hold qualifications at level 3 and one is qualified at level 2. The kindergarten is in receipt of funding to provide free early education for children aged three and four years.

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