

# Pardes House

Pardes House, Hendon Lane, London N3 1SA



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|--------------------------|---------------|
| <b>Inspection date</b>   | 5 March 2019  |
| Previous inspection date | 14 March 2016 |

| <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 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 manager and staff skilfully blend faith-based learning with all areas of learning and development to create exciting, well-planned, adult-led activities and an inviting environment. This helps support children to gain new skills effectively and build on their learning.
- Parents talk positively about the kindergarten. They talk enthusiastically about how their children enjoy coming to the kindergarten, how they are given many opportunities to share information about their children's learning, and that they understand how they are able to support them at home.
- Children learn about letters in both the English and Hebrew alphabets and the sounds they represent. Daily visits from the Rabbi are looked forward to and he uses excellent skills to support children's understanding. For example, he encourages children to form the symbols using pretzels.
- Children enjoy their time at the kindergarten. They are inquisitive, confident and friendly. Children form close bonds with staff and this helps them to feel secure. They develop a sense of belonging as they bring items into the kindergarten to be viewed by others and look at photographs of their achievements on display.
- Children make good progress. They achieve the levels of development that are typically expected for their age and many exceed these. Children who need extra help to develop some key skills benefit from targeted teaching that helps them swiftly to close any gaps.
- The manager evaluates the quality of teaching at the kindergarten well. She observes staff practice, coaches and sets action plans for improvements. However, the programme for the staff professional development is not sharply focused enough on raising the quality of teaching to the highest level.
- Occasionally, staff do not help children understand about taking risks and how to keep themselves safe.

## 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 staff to attend training in order to raise the quality of teaching to the highest level
- review and strengthen the way staff help children learn about risky behaviour and how to keep themselves safe.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the kindergarten.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector spoke with parents during the inspection and took their views into account.

### Inspector

Anna Hindhaugh-Feldman

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of child protection issues and know how to identify any signs that a child may be at risk. They know the procedures to follow if they have a concern and how to report it. Staff recruitment follows safe practice and the suitability of all adults in contact with children is checked. The kindergarten is checked daily to ensure it is safe and secure for children. Partnerships with the host school are well established and help to support children very well when they move on to the next stage in their learning. The manager and staff review children's developmental records, individually and in groups, to check if there are any areas in their learning that need more attention. The manager evaluates the quality of the kindergarten effectively. She takes account of the views of parents and local authority advisers when planning for ongoing development and improvements.

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

Children benefit from an appropriate balance of adult-led activities and opportunities for independent play. Staff are responsive to children's emerging ideas. For example, children's interest in the hairdressers has been incorporated into the role-play area and they busily engage in pretending to cut one another's hair. Children are encouraged to think creatively. Children develop interesting story lines in their role play, such as deciding where the plane will go or pretending which type of ice cream they will sell in their shop. They work together well and decide how to organise the shop. Staff support children's literacy skills successfully. Children enjoy listening to stories and practising their mark-making and cutting skills. Staff monitor children's progress well. They establish starting points, and observe and plan activities which target children's individual needs. They share this information with parents, who are encouraged to support learning at home.

### Personal development, behaviour and welfare are good

Children learn about leading a healthy lifestyle. They have ample opportunities to build on their physical skills in the well-resourced playground, enjoy fruit and water for snacks and follow good hygiene procedures. Staff are good role models. They ably use scripture themes to support children to learn about good behaviour, such as kindness and honesty.

### Outcomes for children are good

Children are independent. They move freely within the kindergarten and make choices about which resources they would like to play with. They are beginning to understand about daily routines and listen and follow instructions well. Children benefit from focused group activities that introduce numbers, counting, letters and sounds. This helps children to develop early skills in mathematics and literacy that give them a good foundation for later learning. This supports their move on to school well.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY222672  |
| <b>Local authority</b>                           | Barnet  |
| <b>Inspection number</b>                         | 10061394  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 64  |
| <b>Number of children on roll</b>                | 67  |
| <b>Name of registered person</b>                 | Ambergale Ltd   |
| <b>Registered person unique reference number</b> | RP535381  |
| <b>Date of previous inspection</b>               | 14 March 2016   |
| <b>Telephone number</b>                          | 0208 371 8292   |

Pardes House registered in 2002. It operates from a building located within the grounds of Pardes House Primary and Grammar Schools, in Finchley in the London Borough of Barnet. The kindergarten serves the Jewish community and caters for boys only. It is open from 9am until 3.45pm on Monday to Thursday, and from 9am until 12.15pm on Friday, during term time. The kindergarten employs 16 staff, eight of whom hold relevant early years qualifications at level 2 or above. The kindergarten is in receipt of funding for the provision of free early years education for children aged three and four years.

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