

Inspection of Finchley Reform Synagogue Kindergarten

101 Fallow Court Avenue, LONDON N12 0BE

Inspection date: 11 May 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy coming to this newly rebuilt kindergarten. They are happy and separate easily from their parents. Children develop positive relationships with staff, who know them well and, overall, have high expectations of each child. This helps children to feel safe and secure. Children show positive attitudes towards their learning as they get involved in the broad range of activities provided. Leaders develop their ambitious curriculum based on children's interests and what they need to learn next. For instance, children learn to use measuring cylinders as they mix water with ingredients of their choice. Staff support all children to achieve well. This includes children with special educational needs and or/disabilities (SEND), children who speak English as an additional language and whose who receive funding. Staff work closely with parents to ensure the continuity of learning at home. This helps all children make good progress in relation to their starting points.

Children behave very well and learn to take turns. They benefit from easy access to a wide range of natural materials and real-life resources, such as glass jars. They follow safe practices as they concentrate well while using knives to cut fruit. This supports their independence skills and ensures that they are curious and ready to learn.

What does the early years setting do well and what does it need to do better?

- Leaders have a sound understanding of what they intend children to learn. They evaluate the ongoing performance of the long-serving team and provide opportunities for staff to develop their practice. This further enhances the quality of experiences for all children. For example, staff have attended various courses, including 'Marvellous Maths'. This led to further improvements in this area. For example, staff ensure that children practise their mathematical knowledge and solve problems independently during everyday activities.
- There is a clear focus on children's communication and language development. Staff support children to extend their vocabulary and engage them in regular conversations. Children develop an interest in books, as they listen to familiar stories being read to them. Additionally, older children participate in weekly Hebrew lessons.
- Overall, staff implement the ambitious curriculum and sequence children's learning well. Staff understand the importance of helping children to develop strong core muscle. For example, children use a wide range of pulleys and pumps. They practise whole arm movements as they paint the big canvas hanging on the fence. These types of activities, together with ample opportunities for children to practise their small-muscle skills and mark making, prepare them well for the next stage in their learning.

- Staff are enthusiastic and very keen to engage and interact in children's play. However, on occasion, staff do not always recognise when children lose interest in their learning. For example, during group time staff continue with activities despite children showing signs of becoming fidgety. This does not support children's engagement in their learning to a high level.
- Staff teach children about healthy lifestyles, including the benefits of eating a balanced diet and physical activity. Children enjoy playing outside in the fresh air. They use bikes, slide and trampoline as they navigate and share space successfully. Children participate in physical activities indoors. For instance, they join in a yoga session where skilful staff link movements and introduce children to letter sounds, such as 'f' for a frog pose.
- Children learn to manage their self-care needs independently. For instance, they put their coats on for outdoor play. Children help with small tasks, such as tidying up after activities. This helps them gain a sense of responsibility and develop their independence in readiness for school.
- Staff provide effective ways to promote children's knowledge of technology. For example, children show competence in using computers as they practise typing their names.
- Partnerships with parents are positive. Parents speak highly of the kindergarten's staff and the care that their children receive. Staff ensure they keep parents informed about their children's development and achievements. Staff form relationships with the link schools. They share information to help provide a smooth transition for all children and continuity in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff keep their safeguarding knowledge up to date. They have a sound understanding of the signs, which may indicate that children are at risk of harm. They know the procedures to follow if they have concern about a child in their care. They are confident in what to do if they have concerns about the conduct of a colleague or a manager. Staff perform daily checks in all parts of the kindergarten to help reduce the risk of accidents. The manager attended safer recruitment training. She conducts comprehensive background checks on staff to ensure they are suitable for their role.

What does the setting need to do to improve?

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

- extend opportunities for children to fully engage in their learning to raise their achievements even further.

Setting details

Unique reference number	147530
Local authority	Barnet
Inspection number	10137730
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	22
Name of registered person	Finchley Reform Synagogue
Registered person unique reference number	RP909205
Telephone number	0208 445 6807
Date of previous inspection	19 July 2016

Information about this early years setting

Finchley Reform Synagogue Kindergarten registered in 1981. The kindergarten opens from Monday to Friday, during term time only. Sessions are 8.15am to 4.45pm, Monday to Thursday, and 8.15am to 12.15pm on Friday. The provider employs five members of teaching staff. All staff hold appropriate qualifications in childcare. The kindergarten provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Agnes Wink

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the kindergarten and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- Children communicated with inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of suitability of staff working in the kindergarten.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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