

Inspection of Woodside Gan

Woodside Park Road, London N12 8RZ

Inspection date: 14 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children and their families receive a welcoming greeting from staff when they arrive. The atmosphere is cheerful, and children develop strong attachments with staff and each other. For example, staff take time to celebrate each child's individual journey at the nursery on their graduation. Children feel happy and secure. Leaders and the key-person system supports all children, including those with special educational needs and/or disabilities, to transition to other places of learning. For example, when children leave to attend local schools, staff encourage teachers to visit. This has a positive impact on children's next steps in education.

The curriculum does not always ensure children receive challenging, high-quality learning experiences. In addition, staff do not consistently organise stimulating activities and resources. For example, some children wander from one activity to another, with little engagement from staff. This demonstrates that the quality of the curriculum is not yet good.

Overall, children behave well. Staff nicely remind children how to behave at the nursery. They help children to remember to be kind, share and wait their turn. For example, when children shout out their choice of nursery rhymes, staff kindly let them know that their turn will come. This helps children to learn to listen and be respectful to each other.

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

- At times, leaders do not have a sharp enough focus on providing children with a stimulating and accessible environment, particularly indoors. For example, staff do not organise resources in the role play area effectively, and some children find it cluttered and uninviting. In addition, they do not present some of the mark-making resources to encourage children to engage in challenging high-quality learning. For instance, staff do not make sure that colouring pencils are sharpened regularly. This has an impact on children's learning as they are not always able to independently extend their own interests and learning.
- Children are cared for in a secure environment. Occasionally, potential hazards are not always promptly identified. For example, staff do not identify whether old, dry holly leaves pose a risk to children as they learn and play. However, these weaknesses do not have a significant impact on children's safety and well-being. The leadership team understands the weaknesses and are keen to take steps to improve this.
- Leaders have not clearly identified the weaknesses in the quality of the curriculum and teaching. They recognise that it would be beneficial to observe staff's practice more closely. However, this is still in its infancy. Although staff are beginning to have regular discussions about their skills, they do not receive

enough clear guidance to help them to develop their teaching skills further. However, staff enjoy working at the nursery. They find the leadership team supportive.

- Some staff provide children with opportunities to learn new words in context. For example, when children make dough with flour and water, staff use language, such as 'overflowing' and 'dividing'. Children also have opportunities to develop their hand-to-eye coordination and motor skills. For example, they pour water, and mix and stir dough. This supports children's learning in the prime areas.
- Staff plan a regular music session as part of the children's day. Children demonstrate the wide range of words they know as they sing familiar nursery rhymes and songs. This has a positive impact on children's communication and language skills.
- Parents take part in some aspects of the nursery. For example, during the inspection children, parents and staff enjoy an end-of-term party. Parents comment positively that the nursery feels like an extended family. Furthermore, parents gain advice and support from the nursery. This has an impact on children's personal development and their well-being.
- Staff share information with parents about their children's individual progress in line with the 'Statutory framework for the early years foundation stage'. For example, staff organise parents' meetings every half term. This has a positive impact on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, safeguarding practices have improved. Leaders and staff demonstrate a good awareness of safeguarding practices. They understand the importance of recognising any cause for concern about a child. Staff know how to report any concerns, including allegations against those working with children. They receive training and understand the provider's safeguarding policies and procedures. The provider thoroughly assesses recruitment and induction of staff, and completes individual suitability assessments.

What does the setting need to do to improve?

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

	Due date
improve the presentation, accessibility and organisation of resources to meet the needs of all children	03/10/2022

improve arrangements for staff supervision and professional development to enable them to deliver a curriculum tailored to the needs of the children.	03/10/2022
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To further improve the quality of the early years provision, the provider should:

- organise the learning environment to build opportunities for children to be more independent when they are playing and learning.

Setting details

Unique reference number	147651
Local authority	Barnet
Inspection number	10229959
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	29
Number of children on roll	23
Name of registered person	United Synagogue
Registered person unique reference number	RP910804
Telephone number	0208 445 7448
Date of previous inspection	25 January 2022

Information about this early years setting

Woodside Gan registered in 1992. It is located in Woodside Park, in the London Borough of Barnet. The setting is open during term time, from 9.15am to 4pm, Monday to Thursday, and from 9.15am to 12.15pm on Friday. The provider employs seven members of staff who work with the children. Most staff, including the manager, hold a relevant childcare qualification. Two staff members are unqualified. The setting provides early funded education for children aged two, three and four years.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all the areas of the nursery, and discussed the early years curriculum.
- The inspector viewed the provision, and discussed the safety and suitability of the premises.
- The manager and the inspector completed a joint observation of an activity together.
- Parents spoke with the inspector during the inspection.
- The inspector reviewed documentation relevant to the inspection process.

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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