



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 147530

DfES Number: 517962

### INSPECTION DETAILS

Inspection Date 25/11/2003  
Inspector Name Pauline Nazarkardeh

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Finchley Reform Synagogue Kindergarten  
Setting Address Fallowcourt Avenue  
Finchley  
London  
N12 0BE

### REGISTERED PROVIDER DETAILS

Name The Committee of Finchley Reform Synagogue

### ORGANISATION DETAILS

Name Finchley Reform Synagogue  
Address Fallow Court Avenue  
Finchley  
London  
N12 0BE

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Finchley Reform Synagogue Kindergarten has been registered since 1981. It operates from two rooms in the synagogue. Children attending the kindergarten are from local families in which there is a Jewish parent.

There are currently 27 children from 2 to 5 years on roll. This includes 10 funded three-year-olds. Children attend a variety of sessions per week. The setting does not currently support children with special needs or who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09.15 until 14.00.

A total of eight staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The group receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

Finchley Reform Synagogue Kindergarten provides a good standard of care. The staff know and understand the children they care for and ensure children's individual needs are met. The premises are warm and welcoming and provide space for children to play. There is a good range of toys and equipment. Children have opportunities to choose freely from the activities offered in the two playrooms and in the smaller outside play area.

The manager has a good understanding of how to provide a safe environment for children. There is a security system in place to ensure the safe arrival and departure of the children.

The range and quality of activities offered is good. The staff show a good knowledge of individual children's interests and stages of development. They provide interesting opportunities for children to develop and learn. Children's independence

and respect for each other is encouraged, their behaviour is excellent.

Partnership with parents is very good. They are provided with written information about the nursery in the form of policies and procedures when a child first starts, there is also a staggered settling in process where parents spend time in the kindergarten with their child. Staff spend time exchanging information with parents about their children each day and written information is available on the parents notice board regarding activities offered. They staff aim to provide care that is in accordance with parents wishes.

Documentation is well organised with established systems in place to record and hold written records. There is an effective system in place to keep records of staff clearances. The information needed from parents to provide care, which meets each child's individual needs, is in place.

#### **What has improved since the last inspection?**

There were no actions made at the last inspection, however the manager explained how she had focused on developing the outside play areas.

#### **What is being done well?**

- Good use is made of staff, space and resources and activities are provided in such a way as to promote children's independence, self esteem and confidence.
- There are good systems in place regard the provision of lunch and snacks, the nursery abide by Jewish dietary laws. Parents supply packed lunches for their children.
- The encouragement of good behaviour and the management of behaviour in general is very good.
- The feedback on the completed parents questionnaires praised the Kindergarten in relation to the care of the children and the dedication of the staff.

#### **What needs to be improved?**

- the arrangements for the development of the outside play area, this has been identified by the manager
- the implementation of the managers plans for the encouragement of more parental involvement in the setting.

#### **Outcome of the inspection**

Good

### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### **WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation   |
|-----|--|
| 1   | Continue with plans for improving the outside play area and for encouraging parental involvement |

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Finchley Reform Synagogue Kindergarten provides a friendly, welcoming environment where children learn through a range of well planned and stimulating activities. Children are making very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have an excellent understanding of the early learning goals and use this knowledge to plan an effective curriculum. They use a variety of teaching methods to promote children's curiosity and learning. There are opportunities for children to initiate their play and to be taught individually or in small groups.

The leadership and management of the kindergarten is very good. The manager has a clear vision for the development of the kindergarten and she promotes staff training and professional development. She supports staff and ensures consistency of good practice throughout the team. Staff are committed to furthering their professional development and continue to evaluate their working practices.

Partnership with parents is very good. Parents have opportunities to exchange information about their children's progress with staff. They are encouraged to be involved in their children's learning and are informed of topics and activities.

### What is being done well?

- Children's behaviour is very good they listen well and contribute to discussions with confidence.
- Good use is made of the playrooms and the small outside play area to provide opportunities for children to choose and develop their independence.
- Staff maintain up to date records of children's progress and plan for the next steps in their learning. Strong leadership and the staff's enthusiasm for training and putting new ideas into action ensures children are offered a rich learning environment.

### What needs to be improved?

- The clear plans the manager has in place for the development of the large outside play area.

### What has improved since the last inspection?

There has been very good progress since the last inspection. There were no key issues identified at the last inspection but improvements have been made to: the

system for assessing children, the kindergarten environment and the provision for outside activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good. The children are well behaved, confident individuals. They are extremely independent and move between play rooms selecting from a range of activities offered. They are motivated and enthusiastic learners who settle into the nursery routine well. They take turns and share fairly showing concern for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The programme for communication language and literacy is very good. The children are confident communicators, and discuss their ideas freely. Children enjoy listening to stories, they retell familiar sections and use books independently. Children are developing their written skills well, older children can write their own names. They write and make marks for a variety of activities, making their own books to record outings encourages and develops the children's literacy skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children's progress in mathematical development is very good. They can count reliably to ten and beyond for some older children. They use mathematical language to appropriately describe shape and size, they are also learning to add and subtract during every day activities such as making menorahs. They are learning to recognise written numbers in practical activities and there are many visual examples displayed in the kindergarten.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area of learning. They talk about themselves and remember past events. They learn about people living in the community, having regular visitors and trips out to local events. Children have opportunities to build with a range of construction equipment. There are many opportunities for children to learn about every day technology such as computers, tape recorders and cooking activities.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress within the programme for physical development. They use a range of equipment, both in and outdoors, which promotes and develops skills such as; throwing, catching, balancing and climbing. They are confident movers and demonstrate a good understanding of spatial awareness. They are taught the importance of good hygiene through a range of topic work activities. Children use tools and malleable materials with increasing control.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

The children are making very good progress in this area of development. They participate in a wide variety of activities and use an extensive range of resources to explore colour, texture, shape, space and form in two and three dimensions and to respond in a variety of ways to what they see, hear, smell, touch and feel. The children have good opportunities to listen to, and respond to music, they use instruments and have opportunities to express themselves through dance and movement.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Point for consideration
- Continue with plans to develop the large outside play area

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*