

Finchley Reform Synagogue Kindergarten

Fallowcourt Avenue, Finchley, London, N12 0BE



Inspection date	15 March 2016
Previous inspection date	12 November 2009

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Leaders and managers have a poor understanding of their roles and responsibilities to protect the welfare of children. They have not ensured that some committee members are suitably vetted.
- Recruitment procedures are not effective. All necessary suitability checks are not completed before staff are appointed. Staff who have not received their Disclosure and Barring Service checks have key roles in the kindergarten and have unsupervised contact with children.
- Lead practitioners have not attended appropriate training to enable them to provide pertinent support, advice and guidance to staff on any specific safeguarding concerns.
- Staff professional development is not highly focused on raising the quality of teaching to achieve the best possible outcomes for all children.
- Systems for self-evaluation are not robust enough to identify and address where there are breaches in legal requirements.

It has the following strengths

- Children are supported by well-qualified staff who have a good knowledge and understanding of how children learn. They observe and accurately assess what children know and what they need to learn next. They plan activities that meet children's individual needs. Children make good progress in readiness for school.
- The kindergarten is a stimulating, well resourced and vibrant learning environment. Children explore their environment confidently and freely. Children's work is prominently displayed. This helps children to feel a positive sense of belonging.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ make sure effective systems are in place to check the suitability of all staff and committee members, including meeting the requirement to obtain enhanced Disclosure and Barring Service checks	31/03/2016
■ ensure staff whose suitability has not been checked, including through a Disclosure and Barring Service check, do not have key roles and do not have unsupervised contact with children being cared for	31/03/2016
■ ensure that the named lead practitioner responsible for liaison with local statutory children's services has attended an approved training course, to enable them to provide pertinent support, advice and guidance to staff on any specific safeguarding concerns.	31/03/2016

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

- extend the systems of performance management to raise the standard of teaching to a consistently very high level and increase the potential to achieve excellent outcomes for all children
- improve self-evaluation processes to identify and address any weaknesses in the provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the kindergarten manager.
- The inspector held a meeting with the kindergarten manager. She looked at relevant documentation, such as the kindergarten's policies and procedures and evidence of the suitability of staff and committee members.
- The inspector spoke to a selection of parents during the inspection and took account of their views. She also reviewed written information provided by parents.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Leaders and managers have not completed the required suitability checks for some of the committee members who influence the decision making of the kindergarten. Furthermore, staff who have not yet received Disclosure and Barring Service checks hold key responsibilities for children. They are also left unsupervised with children. Recruitment procedures are not robust because suitability checks for some staff are not completed before they start to working at the kindergarten. The manager is the lead practitioner who is responsible for liaison with local statutory children's services agencies. However, she has not attended an appropriate local authority approved child protection training course. This means that she is unable to provide pertinent support, advice and guidance to staff on any specific safeguarding issue as required. In other aspects, the manager and staff are aware of the safeguarding policy. They are aware of the signs of abuse and the kindergarten's procedures to report any concerns. The manager and staff ensure that physical risks in the setting are assessed and potential hazards are minimised or removed. The manager includes the views of parents and children in their evaluation process and welcome their ideas and suggestions. This has a positive impact on the learning opportunities for children. However, self-evaluation has not been rigorous enough to identify where there are breaches in requirements. This has put children at risk. The manager monitors children's development to enable her to identify any gaps in children's learning and to seek early intervention if needed. Suitable systems for supervision of staff are in place. Staff are supported to attend a variety of training courses. However, professional development for staff is not sharply focused on raising the quality of teaching as high as possible.

Quality of teaching, learning and assessment is good

Children are articulate, inquisitive and love to learn. Staff know what each child's next stage in learning is and skilfully promote this through their play. Effective arrangements are in place to share this information with parents and to extend children learning at home. Older children learn about matching objects to numbers and are able to compare shape and size using towers of blocks. Children learn to communicate in different languages. They competently use Hebrew and English language as they play. Children confidently share their experiences. For example, they tell staff about when they saw windmills. Staff encourage children to recall and describe past events and consolidate their learning. Children practise early writing skills, recognise some letters and sounds, and love books and songs. Younger children are imaginative and creative. They pretend to fill their vehicles with petrol. Staff join in enthusiastically and respond to the children's requests. Children competently move with control as they use different wheeled toys. Children's confidence is nurtured through praise and encouragement.

Personal development, behaviour and welfare are inadequate

Leaders and managers have not taken robust steps to ensure that children are kept safe from potential harm from individuals associated with the setting. Although some of these individuals do not have unsupervised access to the children, their role means that they are privy to information about children and families. Furthermore, unchecked staff have key-

person roles and responsibilities and have unsupervised contact with children. Therefore, children's welfare is compromised. In other ways, children are cared for in a secure physical environment. Children learn about the benefits of daily exercise and fresh air. Staff encourage children to be respectful of others and to recognise their own unique qualities. Children learn about and develop an appreciation of traditions beyond their own.

Outcomes for children are good

All children make good progress from their starting points. They are confident, self-assured individuals who are inspired to learn. Children are developing their knowledge and understanding of letters and the sounds they make. They learn about numbers, shapes and sizes as they play. Children are confident learners and are well prepared for their continuing education, including their move to school.

Setting details

Unique reference number	147530
Local authority	Barnet
Inspection number	1024252
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	60
Number of children on roll	48
Name of provider	Finchley Reform Synagogue Kindergarten Committee
Date of previous inspection	12 November 2009
Telephone number	0208 445 6807

Finchley Reform Synagogue Kindergarten registered in 1981. The kindergarten opens from Monday to Friday, during term time only. Sessions are from 8.15am until 12.15pm on Monday and Friday, and between 8.15am and 2.45pm on Tuesday, Wednesday and Thursday. The kindergarten employs 16 members of childcare staff. Of these, two hold a degree in early years, two hold Early Years Professional status, one has Qualified Teacher Status and nine hold a childcare qualification at level 3. The kindergarten provides funded early education for two-, three- and four-year-old children.

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