

## Inspection report for early years provision

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<b>Unique reference number</b>	EY291217
<b>Inspection date</b>	26/03/2010
<b>Inspector</b>	Caren Carpenter

<b>Type of setting</b>	Childcare on domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Keren's Nursery was registered in 2004, is run by a private wife and husband partnership and operates from the ground floor of a four bedroom detached house. It situated in the Temple Fortune, Golders Green area within the London borough of Barnet.

The nursery is registered for a maximum of 25 children under eight years, of these seven may be under one year at any one time. There are currently 25 children in the early years age group on roll. The provision is open each weekday from 9:00am to 3.00pm Monday to Thursday and 9.00am to 2.00pm on Fridays during term times only. All children share access to a secure enclosed outdoor play area.

Children from the local community attend and English and Hebrew are the languages spoken with the children. The nursery keeps a kosher kitchen.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery employs nine members of staff. The manager holds a BA (Hons) in Early Childhood Studies, four staff hold early years qualifications and one other member of staff is completing the Early Years Professional Status.

The nursery receives support from the local authority advisory teacher, the Pre-School Learning Alliance and the Area Special Educational Needs Coordinator.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive successfully in this very caring nursery. All children are valued, cherished and treated with respect in a very safe and inclusive environment. Children have their individual needs met successfully owing to the dedicated and knowledgeable staff team in place, who clearly recognise the uniqueness of each child. Children's welfare is promoted exceptionally well and they all make excellent progress in their learning and development. Superb relationships are in place between staff and parents. Very effective self-evaluation takes account of the views of staff, parents and children to ensure priorities for development are accurately targeted.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- further develop the evaluation of activities to enhance children's learning experiences towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

Effective safeguarding procedures ensure that children are protected. Staff are aware of the child protection policy and their responsibilities with regard to children's welfare. Robust recruitment procedures ensure that staff are suitable to work with the children. Procedures, such as recording visitors to the nursery, and thorough risk assessments which cover all areas and equipment enable children to move freely and safely within the nursery.

The nursery is extremely well organised and staff make excellent use of the space available to them. The rooms are bright, cheerful and appealing to the children and their creative work and photographs are displayed throughout the rooms to further enhance this. Staff are well deployed and an extensive range of resources further supports children's individuality and decision making. The enthusiastic staff team work together remarkably well to make sure all children's individual needs and interests are successfully promoted. Comprehensive documentation and meticulous policies and procedures enhance the excellent practice and ensure the safe and efficient management of the provision.

Staff are very committed to ensuring that the unique needs of each child are identified and met. The provider aspires to provide high quality childcare and regularly reflects on the practice within the nursery. This ensures continuous improvement is sustained and further enhances a nursery that already meets the needs of all the children exceptionally well. High priority is given to developing staff's knowledge and expertise through ongoing training.

Staff are highly skilled in providing a rich environment full of opportunities and activities which children thoroughly enjoy and participate in. They ensure that all activities and experiences cater for each child's individual stage of development and needs. Staff have a very good knowledge of the early learning goals and ensure that these are fully covered. Staff make frequent observations that are used successfully to assess children's early progress and to identify their next steps. Each child has their own individual learning journey file which includes observations; these are readily shared with parents.

Staff work tremendously well with parents in identifying any additional help required for their children. They seek appropriate support from a wide range of professional agencies, such as a speech and language therapist and the Area Special Educational Needs team, to develop and monitor individual educational plans to ensure that children's individual needs are exceptionally well met. Children who speak English as an additional language receive excellent support from staff who speak English and Hebrew. In addition, the manager has established extremely good links with teachers of local schools to ensure continued progression of children's care, learning and development.

Children learn about their own cultural beliefs through a range of Jewish festival celebrations, such as Passover and Hanukah. The Jewish tradition is included into

the daily routine, through a range of activities, such as cooking, music, role-play, stories and songs. Children are encouraged to understand and respect the values and differences of others. For example, they learn about similarities and differences of others through topic discussions and reading stories.

Partnership with parents is outstanding. Excellent settling-in procedures are in place, for example, parents can have as many visits as they require with their child to ensure their child is happy to be left. The manager carries out home visits to each child home before they start the setting. This enables the manager to plan and provide effective support for each child and to help settle the children in the nursery. The good communication between staff and parents helps to promote children's care and learning and helps new children settle successfully. Parents are provided with excellent opportunities to attend regular meetings to meet with staff to discuss their children's achievements. In addition, parents and grandparents are invited in to the nursery to participate in activities, such as cooking cultural dishes with the children; this has proved a huge success with all parents and children. Throughout the year staff undertake projects with the children that often involve parents, such as helping their children to design and create an item at home which they can bring in to the nursery to share with the other children. This support is very important and the parents are exceptionally thrilled to get involved. Parents are extremely pleased that their children are happy and making good progress; they say the nursery provides a secure environment where their children are cherished, loved and treated to new and exciting experiences. Parents also say that they have been fortunate to find an outstanding nursery that offers a balanced and inviting environment that encourages all children to learn from their own experiences and allows each child to find their unique place. Staff are warm, caring, loving, devoted and have a very unique relationship with the children. This creates a happy atmosphere for the children.

## **The quality and standards of the early years provision and outcomes for children**

Children flourish in this stimulating and calm environment. All staff know the children exceptionally well and are aware of their individual needs, interests and preferences. Staff strive to ensure that children have fun and enjoy all aspects of their time in the nursery. Children have built excellent and trusting relationships with the staff who are dedicated to ensure their time at the nursery is a positive experience. Children thoroughly enjoy and benefit from the excellent balance of adult-led activities and child-initiated opportunities. They eagerly participate in an extensive range of exciting and stimulating activities which cover all areas of learning. Children's work is attractively displayed in the rooms and photographs of children participating in an excellent range of activities gives children a sense of pride and belonging.

Children have outstanding opportunities to learn and achieve very well across all areas of learning. They are making exceptionally good progress in all areas of learning and development. The highly skilled and dedicated staff know the children very well and are able to anticipate their needs. A robust key person system ensures that there are efficient methods for identifying children's starting points

and their interests. Observation and children's personal choices are used to develop planning and identify children's next steps. This ensures that all children enjoy, achieve and move forward at a pace suitable to their individual needs. Activities are adapted exceptionally well and staff clearly understand the next steps in children's learning. Plans are clearly written, detailed and regularly reviewed to ensure an excellent balance of adult-led and child-initiated activities. However, activities are not sufficiently evaluate to further enhanced children's learning. Each child has a record of achievement folder that is always accessible to their parents, which is sensitively written in a way which gives complete ownership to the child.

Children have excellent opportunities to learn about plants and living creatures. For example, they enjoy planting and taking care of their vegetable plants, such as lettuce, onions, carrots and parsley. In addition, children enjoy preparing and eating their home grown produce. Children are provided with excellent first-hand experiences that encourage investigation. For example, they closely observe insects under tree logs and barks during regular nature walks in the local park. Children are developing an extremely good understanding of the importance of taking care of their environment, for example, by recycling various materials in the nursery as well as learning the value and the significance of using rain water. Children excitedly use a selection of resources for investigation as they find out how things work as such as, the nursery's computer, a digital camera, a compact disc and radio player developing, skills for the future. Children are making excellent progress in their communication and language development. Staff have developed effective strategies, such as small circle group sessions, to ensure that all children become effective communicators helping them to overcome language difficulties. Children thoroughly enjoy sitting with staff on the floor listening and participating in a story session. Staff effectively extend their learning using an excellent range of story props to make story telling fun and exciting. In addition, children have very good opportunities to take home library books weekly to read at home with their parents.

Children are very well-cared for if they become sick or have an accident, and there are stringent procedures in place to protect them from infection. Children are exceptionally well supported to develop a healthy lifestyle through the provision of healthy and nutritious snacks and freshly cooked meals that support their individual dietary needs. For example, children are offered grilled chicken with rice and peas, meat balls in tomato sauce, pasta and green beans, chicken soup and couscous. In addition, they enjoy a selection of fresh fruits daily along with fresh drinking water throughout the day. Staff extend children's understanding of food and nutrition by discussing the importance of including all food groups in their diet. Children have excellent opportunities to be out in the fresh air in all weathers. They eagerly put on their Wellington boots to play in the garden and thoroughly enjoy playing with a range of resources that promote their physical skills, such as the sand tray, climbing frames, slides, soft play, swings and a small trampoline.

Children are helped by supportive and caring staff to feel very secure and safe in their environment. They are beginning to understand about staying safe as they practise evacuation procedures. Staff help children to gain an excellent understanding of safety issues by inviting the community police and the fire brigade into the nursery. They are encouraged to take safe risks with close

supervision of staff. For example, they learn how to use small wood work tools, such as screwdrivers, safely while exploring and investigating how things work.

Children form very caring and strong relationships with each other. They are learning to show consideration for others. Children's behaviour is supported through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times. Children know what is expected of them and are confident to make their own choices and decisions. Their growing understanding of the world around them, prepares them exceptionally well for future life.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met