

Iford Jewish Primary School Pre-Nursery

Iford Jewish Primary School, Forest Road, Ilford, IG6 3HB

Inspection date	12/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a very secure understanding of the Early Years Foundation Stage and the quality of teaching is good.
- Children form strong bonds and emotional attachments with their key persons, which means they gain a positive sense of well-being and belonging.
- Partnerships with parents and carers are strong and make an important contribution to the provision of effective learning experiences for children.
- Children are safe because the staff have a good understanding of safeguarding. Effective strategies are in place to ensure that all children are protected from harm.

It is not yet outstanding because

- There is scope to further develop children's understanding of letters and words by the provision of a language-rich environment, for example by using labels to describe familiar objects.
- Although children celebrate a number of religious and cultural festivals, they do not have many opportunities to see positive images of people from a variety of backgrounds, to enhance their understanding of differences in society.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children engaged in activities indoors and outdoors.
- The inspector spoke with the head teacher, manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled policies, procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Ilford Jewish Primary School Pre-Nursery re-registered at new premises in 2013. It is registered on the Early Years Register. It is managed by the Ilford Jewish Primary School Governing Body. They are responsible for the management of the main primary school, which also has a nursery for children aged three to five years. There are currently 27 children attending the pre-nursery. The setting operates from within the main Ilford Jewish Primary School, which is situated in Barkingside in the London Borough of Redbridge. The setting provides both full- and part-time sessions for children aged two to three years. Children have the use of one large play room, associated facilities and three outdoor play areas.

The setting opens Monday to Thursday from 8.40am to 3pm and on Friday from 8.40am to 1pm. It operates throughout the year, closing for the Jewish holiday periods. The setting employs seven members of child care staff, four of whom hold appropriate early years qualifications at level 3. The setting supports children who are learning to speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for children to learn about letters and words by developing a language-rich environment indoors and outdoors
- support children further to learn to respect and understand people who are different from themselves, by providing positive images of adults and children with diverse physical characteristics.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the Early Years Foundation Stage and how children learn through play. The quality of teaching is good and staff follow children's lead to extend their learning. Children make good progress in the setting as staff provide a good range of interesting activities that promote their learning and development. Staff monitor children's progress through the use of effective observations and assessments. They use this information to accurately identify the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, likes and dislikes, ensures accurate planning for individual children's progress. Key person discussions with

parents at home visits ensure that children's starting points are accurately identified. Children's learning experiences at home are incorporated into planning, which ensures they are motivated and eager to learn.

As a result of careful observations and planning, any gaps in children's learning are quickly identified and supported. Children with additional needs make good progress in their learning as staff work in partnership with other professionals to ensure they receive the support they need. Staff use sign language to communicate with children who have limited speech and with those who are learning to speak English as an additional language. Staff provide regular information to parents about their children's development and they support parents with ideas for activities to continue their learning at home. Key persons also share the progress check for children aged between two and three years with parents, to support their children's continued development.

Children's communication and language development is well promoted as staff engage children effectively in conversation. They ask open questions as they explore together story books chosen by the children to promote their thinking skills. There is a good variety of books for children to choose from. However, children do not have extensive opportunities to see letters and words in the play environment, to support their understanding that words carry meaning. Children's physical development is well supported in the outdoor area, where they race around in wheeled toys and climb on the climbing frame. They use their hands and fingers to explore the properties of sand and soil. They experience weight and volume as they pretend to cook in the mud kitchen. They learn about numbers and sequence as they peg numbered paper socks onto a line. Staff support children to learn skills they will need for the next stage in their learning and in preparation for school.

The contribution of the early years provision to the well-being of children

Children are happy and confident in the nursery. They make friends easily and behave well. Staff are good role models as they lead by example, modelling politeness and kindness. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour, supporting their personal, social and emotional development. Staff teach children how to care for each other, how to share their toys and take turns. The secure key person system ensures that children feel content and build strong relationships. Staff provide a warm, caring, safe and stimulating environment where children are free to explore and use their imagination. Parents support children to learn about other cultures as they demonstrate how they celebrate their own festivals. Children learn about religions and customs appropriately to their age and stage of development. However, there are few positive images presented in the environment to enhance their understanding of people's similarities and differences.

Children find the good quality play resources easily accessible to them. They lead their own play and freely choose from the interesting activities available to them. They feel safe and content as they sit in the cosy den and look at photographs of themselves. Staff talk to them about the pictures, helping them to remember the activities they enjoyed.

Children have lots of opportunities to exercise in the fresh air as the outdoor area is freely available to them. Staff ensure they wear hats and sun cream to protect them from the hot sun. Children enjoy playing with the mud in the garden. They plant seeds and water them, and learn how things grow. Healthy eating is promoted by the provision of fruit at snack time. Children learn independence as they select their own fruit and pour their own drinks. Lunch is served in the school canteen, where children mix with school-age children and feel a part of the school environment. This helps them to become emotionally ready for school. Staff support children to learn good table manners, providing them with skills for the future.

Information is gathered from parents about children's individual medical or dietary needs, and careful steps are taken to ensure children do not come into contact with foods that might harm them. Children manage their own personal care needs according to their stage of development. They learn the importance of washing their hands before food, after messy play or when using the bathroom. Children's safety is extremely important to the setting staff. All visitors are required to sign in and out, and their attendance is monitored. Children are well supervised. Staff ensure that all children are engaged in activities and no child is ever left unattended. Children are always within sight and hearing of staff members. Children learn to keep themselves safe as they are reminded to use the equipment safely. Staff carry out safety checks on all areas of the nursery and on outings. Regular fire drills are carried out to ensure that all children and adults know what to do should an emergency occur. Staff support children well when it is time for them to move to the next room. They settle them in gently, helping them to become familiar with the new environment.

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

All staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are appropriately qualified and are skilled in promoting good outcomes for children. All the necessary documentation for the safe and efficient management of the setting is in place. Staff carry out robust risk assessments of the premises and equipment to minimise hazards and make sure the children's environment is safe and secure. As a result, children can play and learn in safety. There is a clear safeguarding policy, including a strict policy restricting the use of mobile telephones and cameras, to ensure staff protect children. There is a clear whistle blowing policy to ensure staff feel confident to address any concerns, should they arise. Children are effectively protected because staff undertake regular training. They have a very secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being.

There are rigorous recruitment and induction procedures, and all staff have undergone the necessary background vetting checks to ensure they are suitable to work with children. The manager ensures that correct ratios of adults to children are always maintained. Staff keep up to date with their first aid training, so they can deal effectively with minor injuries if necessary, and all accidents, illnesses, incidents and medications are appropriately

logged and signed by parents. Staff and management track children's developmental progress to ensure that any identified gaps in children's learning are quickly closed. Any concerns regarding children's development are discussed with their parents and suitable measures for intervention put in place through close links with other professional agencies. The staff work closely in partnership with the local authority advisory teachers who help them to monitor their practice.

Partnerships with parents are strong and they are invited to give regular feedback on the care and activities provided for their children. Staff meet with parents frequently to discuss children's progress. Parents speak highly of the setting and say their children really enjoy it. They say the staff are kind, caring and understanding of their children's needs. Parents are welcome to speak to the manager or key persons if they have any concerns or want to talk about their children's development. Staff are well supported by the head teacher and the early years coordinator, who closely monitor their practice and the effectiveness of the educational programmes. Children's progress is closely analysed by the manager to ensure all children achieve their full potential. Staff's professional development is encouraged and they undertake frequent training, in order to continue to develop their knowledge and skills. Staff meetings are held to discuss planning, training and evaluation. Continuous self-evaluation identifies the strengths and weaknesses of the setting, and demonstrates clear targets for improvement. The manager welcomes all feedback and quickly responds to suggestions for improvement. Staff prepare children well for the next stage in their learning by teaching them all the skills they will need to succeed.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY472331
Local authority	Redbridge
Inspection number	945158
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	27
Number of children on roll	27
Name of provider	Ilford Jewish Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	02084981350

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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