

# Little Bicks

Inspection report for early years provision

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**Unique reference number** EY388494  
**Inspection date** 13/07/2009  
**Inspector** Anneliese Fox-Jones

**Setting address** Ohr Yisrael Synagogue, 31-33 Theobald Street,  
BOREHAMWOOD, Hertfordshire, WD6 4RN

**Telephone number** 07968149585

**Email**

**Type of setting** Childcare on non-domestic premises

## 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).

## Description of the setting

Little Bicks nursery registered in 2008. It is privately owned and is situated in a Synagogue in Borehamwood, Hertfordshire. The nursery opens Monday to Thursday from 08:00 to 16:00 and on Friday from 09:00 to 12:00 all year round except for Jewish holidays. Full time and sessional care is offered and children can attend for a variety of sessions. There is a secure outside play area leading from the main play room. There is access on road level with parking at the front and rear of the building. The premises are fully accessible on one level.

The nursery is registered on the Early Years Register to provide care for a maximum of 34 children in the early years age range. An exception to this is when the main hall is used by other providers, during these times no more than 10 children may attend. Currently there are 41 children on roll.

There are six members of staff working with the children. One director/member of staff is a qualified teacher and four other staff hold relevant early years qualifications. This provision receives support from the local authority and the Pre-School Learning Alliance.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making valuable progress in their learning and development as staff plan a stimulating range of activities and experiences that fully engage children and take into account their specific interests and needs. The group's commitment to working in partnership with parents further supports their ability to cater for all children's individual needs and thus promotes continuity of care and their overall welfare. All the necessary policies are in place and welfare records are generally well-maintained. Staff demonstrate an enthusiastic approach to instigating improvements to the provision. Self-evaluation processes are well-developed in order for staff to take appropriate action and clearly focus on how they will bring about further improvements.

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

To further improve the early years provision the registered person should:

- review arrangements for recording arrival and departure times for all children and staff
- extend children's assessments to match evaluations to the expectations of the early learning goals.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, the date of review and any action taken following a review or

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incident. (Documentation)

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

Staff are guided by an effective and motivated management team who have clear vision for the setting. The provider is an experienced early years practitioner who demonstrates a commitment to providing high quality care and education for children. She involves all staff in the continual reviewing of the provision and welcomes new ideas from staff, children and parents on how to improve further. She has employed an enthusiastic, committed and well-qualified team of staff, all of whom show an interest in improving their knowledge and skills. Good staff organisation and staff ratios effectively support children's care and learning as they receive valuable levels of interaction and attention. This is further supported through an effective key worker system which supports staff in meeting children's individual care needs.

The staff team organise a stimulating and accessible learning environment for all children. Resources are attractively arranged so that children can make choices about their play. The nursery promotes inclusion well by providing equal chances for all children. Resources also reflect diversity and inclusion to enable the children to develop respect for themselves and the wider community. Staff are well-deployed as they are successfully engaged with the children at all times. Effective steps are taken by the setting to reflect and review the quality of its provision for children's welfare, learning and development, such as beginning self-evaluation and seeking parental feedback. All staff, parents and children are effectively involved as their views are sought to bring about improvements within the setting. For example, staff talk to children about what they enjoy doing at the nursery and ask them to make choices in the purchasing of new resources and equipment. Consequently, children's voices are fully valued which contributes to their sense of belonging within this setting.

There are many comprehensive records, policies and procedures in place to support the safe management of the provision, although detailed systems to record the attendance of staff and children are not fully established. Children are appropriately safeguarded in this setting. Effective recruitment procedures ensure children are cared for by staff who have relevant experience, qualifications and skills to do their jobs. Staff have a suitable understanding of child protection issues. They know what to do if they have any concerns and they supervise children closely. Daily safety checks are undertaken to enhance children's safety throughout the nursery areas. However, risk assessments are not systematically monitored and a record of these is not currently maintained. Consequently, this does not yet support the provision in managing all potential risks and hazards, in particular the debris in the outside area.

The provider values working in partnership with parents and provides them with good quality information about the early years provision. Parents demonstrate that they are happy with the care their children receive through both discussion and

within parents' questionnaires. Parents and carers receive some useful information about the nursery and activities that are planned for the children. Staff involve parents in their children's learning, for example, through the information displayed, regular newsletters and emails, daily verbal communication and opportunities to take part in outings and special events.

## **The quality and standards of the early years provision**

Staff provide a stimulating play environment which encourages children to become confident and independent learners. They use the EYFS framework to plan activities which are adapted to meet individual needs of children. An effective key person system helps staff respond to children's interests and to build strong relationships. Planning is linked to the six areas of learning and is informative for all staff and parents to see. Staff monitor children's learning through observing and assessing children to identify progress and achievements and this information is used to inform future planning. However, evaluations of the children's next steps in learning are not clearly linked to the expectations of the early learning goals. Appropriate procedures are in place to enable parents to view and discuss their children's learning records, such as scheduled open days and ongoing communication with their child's key person. The indoor environment is effectively organised and encourages purposeful play and exploration with an appropriate mix of adult-led and child-initiated activities. Children explore freely and with much interest the variety of activities on offer as they learn to make decisions and move around their space. They particularly enjoy the different opportunities to be creative using a variety of materials, such as water, paint, cutting, sticking and objects hidden in gloop. Staff support children well, they join in their play and interact to encourage children's thinking and communication. Children are at ease in a calm environment where staff respond promptly and appropriately to the children's individual needs.

Staff demonstrate a confident knowledge and understanding of the EYFS and are effective in helping children progress well in all areas of learning. A good focus on taking the lead from children supports them to be active learners. Children have regular opportunities to express themselves creatively, imaginatively and musically. They are enthusiastic to take part in the music session, using props, puppets and actions to develop their singing in Hebrew with two peripatetic Israeli singers. Children have many opportunities to become familiar with the written word as they see some print in their environment through books, attractive displays and posters. Children enjoy the many ways they have to explore mark making in their play, such as chalk boards, painting easels and writing stationery. Children self-register on arrival with their own named coat hangers for their personal possessions. This gives children a real sense of belonging. Children listen and respond with enjoyment when listening to stories and are developing language for communication. Children develop confidence and understanding in problem solving, reasoning and numeracy with mathematical concepts reinforced through a varied range of activities which involve numbers, shapes and patterns, for example, with staff support counting how many children are present at snack time, how many more cups are needed and finding the different shapes when comparing their toasted sandwiches. Children are effectively questioned by staff who are

competent in extending children's knowledge and thinking. When using resources such as tape recorders, computers, cameras and push and effect toys, children of all ages become aware of the use of information and communication technology (ICT). Staff promote an awareness of diversity through discussion, resources and various activities planned throughout the year which help children learn and value themselves and others in society.

Staff are pro-active in implementing some effective strategies to promote and safeguard children's health and well-being. Children are learning how to stay healthy and about personal care routines. For example, they discuss why they wash their hands before eating and after going to the toilet and talk about healthy eating and why it is important to eat fruit and vegetables. Children are provided with healthy and nutritious food choices. Menus are displayed and shared with parents. Mealtimes are used to encourage social interaction. Children enjoy exploring and playing outside with various equipment, for example, climbing through tyres, manoeuvring the ride on toy tractor, cars and prams and jumping on the trampoline. A dedicated physical play area is also organised and rotated inside for children to freely practise and refine skills, such as balancing and climbing. The environment is generally safe and children are learning how to keep themselves safe, for example, children participate in regular fire drills and therefore learn how to stay safe in an emergency. Children behave well and consistent praise and encouragement ensures that children develop high levels of self-esteem. Staff regularly reinforce sharing and respecting each other's feelings. They focus very much on the golden rule that, 'every day is a happy day'.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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