

Little Bicks Ner Ore

Mill Hill Synagogue, Gordon House, 1-6 Station Road, LONDON, NW7 2JU

Inspection date

Previous inspection date

09/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The quality of teaching is generally strong with a good range of adult and child-initiated play based activities that cover the seven areas of learning. These help children acquire the necessary skills to be well prepared for their next stage of learning.
- Staff are warm, caring and responsive to children's individual needs, as a result, children are happy, well-behaved and forming strong bonds with staff.
- Staff know the children well through effective relationships with families, which supports children's continued learning at home.
- Staff have a good understanding of all aspects of safety and how to safeguard children. They keep children safe and well in an environment that is secure and well maintained.
- Leadership and management is extremely strong. The staff team effectively reviews and evaluates their practice and the learning experiences they provide for children.

It is not yet outstanding because

- Occasionally, staff miss opportunities to extend children's problem solving skills so they find their own answers by learning through trial and error.
- There are fewer opportunities to further develop children's understanding of technology and promote their exploratory and investigative play indoors.

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's play and staff interaction indoors and in the outdoor environment.
- The inspector observed staff practice, including group teaching activities, meal times and care routines.
- The inspector talked with some of the staff and parents available on the day and held discussions with the manager.
- The inspector and manager undertook a joint observation of a focussed teaching activity.
- The inspector examined documentation including a representative sample of children's records, developmental plans and staff suitability checks.

Inspector

Kathryn Falzon-Perera

Full report

Information about the setting

Little Bicks Ner Ore Nursery is a privately owned Orthodox Jewish setting which registered in 2013 on the Early Years Register. It operates from a community hall in the synagogue in Mill Hill. It is a sister site to Little Bicks in Borehamwood. There is access to a hall, which divides into six group rooms, and a secure outdoor play area. The nursery provides a service for children from the local community. It is open term time only, Monday to Thursday from 8am to 4pm and 8am til 12 pm on Fridays. Children attending the nursery school are bi-lingual; they speak Hebrew at home and for religious and cultural celebrations. The nursery school serves the local area and is accessible to all children, who attend for a variety of sessions. There are 38 early years age children on roll. The nursery school is in receipt of funding for early education for two, three and four-year-old children. It supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language.

The registered provider is a qualified teacher and holds Early Years Professional Status. The nursery employs eight members of childcare staff and a cook and security guard. The manager and two staff hold level 3 qualifications, one member of staff holds a level six qualification, two hold qualifications to level 2 and three are working towards early years qualifications.

What the setting needs to do to improve further

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

- develop further children's exploratory and investigative play indoors with resources that support learning through cause and effect.

- extend opportunities to promote children's problem solving skills by encouraging them to find their own answers and learn through trial and error

Inspection judgements

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

Staff provide children with a broad and diverse range of activities to promote and extend learning through play. Staff thoughtfully plan the layout of the main hall where children play so the environment is stimulating and resources offer a good level of challenge. This helps children to make choices and direct their own learning effectively. Staff sit with children on their level, follow their lead in play, and extend their learning by asking children open ended questions. This promotes children's natural curiosity and supports them to develop their communication and language. Young children and those who are

bilingual with Hebrew spoken at home have their early speech and language skills supported to a very high level. Staff teach and reinforce words and phrases with Makaton signs to help them make connections with their language through play and routines.

There is a good balance between adult-led and child initiated activities. Staff store resources at a low level and clearly label them so children are able to choose and direct their own play. Staff separate children into smaller groups to plan focussed adult-led activities. Children are supported carry out structured learning on key areas that staff have identified would be beneficial for a specific group of children. This enables staff to focus on teaching early mathematics, reading and writing skills and to extend children's understanding of the wider world, ready to move onto their next stage of learning. Staff use these opportunities, free play and routine times throughout the day to extend children's thought processes so they can develop some problem solving skills, for example, discussing the properties of fruit at snack time. However, staff do not always give children sufficient time to answer the questions, and provide them with the answers, thereby missing opportunities to develop children's thinking and problem-solving skills.

Staff actively encourage children to move and explore freely around the main room. They deploy themselves in the different areas to support children in each area. Staff also ensure each area is well resourced and inviting. Staff support children's imagination and creativity as they provide costumes for them to engage in elaborate role-play and have small world resources such as cars and trains. Staff support children's emerging literacy as they place paper on the floor and provide a range of mark-making tools including crayons, colouring pens and chalk. Staff demonstrate how to make different types of lines and children attempt to copy them. Staff sit with children as they choose from a varied range of quality books. Staff read books to children that reflect other cultures, family types and lifestyles. Staff ask sensitive questions that help children begin to make connections between their own experiences and those of the characters in the book. This helps children to develop an understanding of the world as they talk about similarities and differences that are meaningful to them. However, they do not develop children's emerging exploratory and investigative skills indoors with resources that promote children's understanding of technology.

Children have good opportunities for physical play indoors as there is a large climbing frame and slide. The outside play area is well resourced and stimulating. Staff plan a variety of activities in this area for children to learn through imaginative and challenging play. Outside, staff support children to dig up the potatoes they had planted previously and pour birdseed into a container and wait excitedly for the birds to appear. Staff use these experiences to develop children's mathematical and prediction skills as they estimate how many potatoes are left in the mud and count the ones they have taken out. Staff foster children's self-esteem as they praise their efforts and place displays of their work on the walls and photographs of them engaged in past activities. Children take great pleasure in using the ride-on toys and painting the child sized furniture and walls using brushes and water. Children have many varied opportunities to practice their recently acquired physical skills with excellent support from staff. For example, staff talk to children to promote their understanding of shapes and colour as they delight in rolling different coloured balls down guttering fixed to the wall in the garden. Staff support children by standing nearby and offering a hand or verbal encouragement as they climb a wall using hand and foot grips or

rope. Staff support children to develop their strength and coordination as well as promote a positive attitude to challenges as they 'have a go' and persevere.

Overall staff have a good knowledge of the Early Years Foundation Stage and child development. This helps all children to make good progress in their learning and development, meaning they are well prepared for the next stage of learning, such as school. Individual record files for children contain photographs, observations, assessments and occasional contributions from parents to show children's progress. Staff effectively link this information to the different stages of development and plan effective next steps for children. Overall, staff plan activities and focus their teaching so children are motivated and challenged to learn throughout their time at the nursery. Parent contributions help to establish children's starting points and this, together with ongoing discussion with staff, helps parents to be involved with their children's learning.

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

Staff are warm, caring and responsive to children's individual care needs. This helps children to feel safe and secure, which promotes strong bonds with the adults that care for them. Staff gain detailed information from parents about children's care needs and routines prior to them starting at the nursery. They also visit them in their home environment. This information and familiarity helps children to feel confident in making their needs known and in seeking help and comfort from staff. Children have a named member of staff who takes special responsibility for them, this key person shares children's individual needs with the staff team and this system works well.

Children have their changing needs met well because they are cared for in age and stage related key groups. Designated key persons ensure they identify children's individual needs so they can meet them to a good standard. Children learn about their own culture and language, because staff support all activities and routines within the nursery school in Hebrew. A weekly Israeli singing and music session extends children's use of language using puppets, vibrant music and instruments. Staff model the music teachers actions, and sing and dance with children during the music session. This helps teach children about actions, movements and body parts; and promotes their developing physical skills and encourages a healthy lifestyle, as children are active. Staff use this and other large group sessions to celebrate the individual needs, interests and achievement of children. This supports children to feel valued as well as develop social relationships as part of a larger group. For example, children and staff celebrate a child's birthday by enthusiastically singing birthday songs to them in Hebrew and English.

The manager and staff team effectively promote children's well-being and safety. For example, a security officer monitors visitors and helps around the building with caretaking duties, as well as being involved in some of the activities and events. Children know him well; this builds on their understanding of people who help them in the community. Staff teach children how to manage their own safety and behaviour through well-planned, everyday routines. Staff consistently remind children to use kind hands and inside voices so they learn to be gentle to one another and play cooperatively. Staff provide children

with simple explanations so they understand how their actions impact on others. Staff use very effective strategies to ensure children understand the rules of the nursery school and as a result, children's behaviour is good.

Children use a separate room for lunches and snack time, which is clean and uncluttered. Staff encourage children to wash their own hands using a mobile, free standing hand washing unit and talk to them about the routine. This supports children to be independent as they begin to take responsibility for their own care needs. The manager asks parents to provide snacks and offers advice on healthy options that include fresh fruit and vegetables. This partnership working helps to promote continuity in children's experiences at home and the nursery so they develop a positive attitude to a healthy lifestyle. Lunches are freshly prepared at the nursery by an employed cook. Meals are healthy, nutritious and balanced, meeting the cultural and dietary needs of all children. Staff sit with children during lunch to teach them to use their cutlery, to talk about the food they like and what food does inside their bodies. Staff provide large containers and instruct children how to clear their plates away into these containers when they have finished eating, which supports them to be independent. As a result, children are developing good personal, social and emotional skills, which prepares them for future experiences, such as nursery and school.

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

Management are motivated to drive improvement. The manager has implemented good and effective arrangements to ensure the whole staff team meet the requirements of the Early Years Foundation Stage. Safeguarding is effective, the manager and all staff have a clear understanding of the safeguarding procedures. There is a range of interlinked safeguarding policies and procedures the staff follow. For example, staff check and verify secure password records before allowing children to leave with an unauthorised carer. These procedures also include the safe use of mobile phones, cameras and the procedure to follow if an allegation is made against a member of staff. All staff have attended safeguarding training and are clear about the signs and symptoms of possible abuse and who they need to contact to make a referral. There are good risk assessment procedures both indoors and outside. Daily checks are completed at the beginning of the day to identify any potential hazards and staff take effective action to remove them. They test fire alarms regularly and maintain a record of fire evacuation practices. Staff have up-to-date paediatric first-aid training. Documentation is well kept, such as, accident and administration of medicine records. Well-maintained children and staff attendance registers show that they meet adult to children ratios at all times. Clear recruitment and selection procedures ensure the suitability of all staff, including volunteers and students who work with children. New staff undergo an induction process, which ensures they are aware of what is expected of them and assists the manager to check their competence and ability. Regular supervisions and appraisals support staff and monitor performance. This means adults caring for children are appropriately vetted and suitable to promote children's welfare and keep them safe.

The manager has a good overview of the curriculum, planning and assessment systems. She reviews the children's observations and the quality of the teaching and learning in the nursery. She monitors children's development as she tracks their progress using formative and summative assessments. All staff have a secure knowledge of children's developmental stages and use their understanding to support children's learning. The manager works closely with staff in the room, and as a result, is able to constantly review staff performance and offer support where necessary. Staff are confident about their roles and fully aware of their responsibilities. They actively contribute to the overall planning each week so they can adapt and plan to meet the needs of their key children. The manager has carried out a thorough evaluation of the effectiveness of the nursery by seeking contributions from staff and parents, and effectively implemented changes. For example, incorporating the views of staff and parents, they have adapted the layout of the nursery and re-arranged the deployment of staff across two rooms to positively improve children's comfort and learning. This demonstrates that the manager, with the support of the staff team, drive improvements in the nursery so children make good progress in their care and learning in relation to their starting points.

The manager and staff have good relationships with parents and extended families. Parents and carers report how much they value the engaging learning experiences their children take part in, and the positive impact they have seen in their children's learning. Parents are very pleased to be involved in social events, coming into the nursery school to share in festivals and other events. Parents receive detailed and relevant information through a variety of methods including the nursery's web page, displays around the building and a weekly newsletter. This keeps parents fully informed about the day-to-day running of the nursery school. Parents are involved in their children's learning; they share events and occasions at home through the 'My Special Week' focus. Staff focus on a particular child each week and use their experiences at home and nursery for their activity planning. Good deeds and kind actions are shared at group time through the 'Mitzvah'; these important events help children gain in self-confidence and self-esteem.

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	EY465509
Local authority	Barnet
Inspection number	937798
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	45
Number of children on roll	38
Name of provider	Little Bicks Ltd
Date of previous inspection	not applicable
Telephone number	07968 149585

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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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Store St
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M1 2WD

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