

Inspection of Gan Alon Pre School

80 East End Road, London N3 2SY

Inspection date: 11 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in this welcoming and friendly environment. They self-register when they arrive at the nursery and settle well into the daily routines. They develop a very strong sense of belonging and self-worth. Managers and staff know how children learn and develop through play. Overall, children make good progress given their starting points. Children who have speech and language difficulties equally achieve well. Children enjoy their time at the nursery and make friends. They use their imaginations well and show consideration to others. For example, younger children are keen to explore collage resources and to create colourful models. Older children draw pictures of their families, and can write words, such as their names, correctly. Children are keen to show their work to staff who praise them for their good achievements. Children take books home to share with their families. Staff play with children and hold discussions with them. Children learn about their own identity and other communities around them, and this makes them feel unique.

What does the early years setting do well and what does it need to do better?

- Staff collate relevant information from parents to establish what their children know and can do. They complete regular observations of children and use this information to provide a stimulating educational programme that motivates children to learn.
- Staff explain activities well to children and show interest in their play. Younger children keenly pat, roll and cut play dough into different shapes. Older children can sort and match objects independently. Staff introduce songs and stories to children. Occasionally, they miss opportunities to extend children's thinking skills and encourage them to solve problems.
- Staff are excellent role models for children. For example, they speak sensitively to children and support their social and emotional well-being extremely well. Children quickly learn about the behavioural rules, and are increasingly confident and self-assured. They share, take turns and respect the feelings of others. Children demonstrate very positive attitudes to learning and their behaviour is excellent.
- Staff provide excellent opportunities for children to learn about healthy lifestyles. For example, children know that they need to wash their hands before eating to get rid of germs. They develop an excellent understanding of how different types of food, for example milk and fruit, have goodness that can help them grow and develop. Older children eagerly help to set up the tables for lunch. Children learn to serve themselves, use real cutlery safely, and help to tidy up. They love the opportunity to socialise with their friends. This all contributes to their understanding of the importance of healthy lifestyles.
- Children have plenty of space to play outdoors. They develop very good

coordination and strength as they engage in a broad range of active play, including football and basketball games.

- Staff work well with parents and keep them well informed about their child's progress and personal development. They offer them guidance on how to support their child's learning at home.
- Managers support staff well, and monitor the impact of their teaching to benefit children's learning. They are alert to staff's workload.
- Staff receive continued professional development and appreciate the way in which managers help them to broaden their skills and support their well-being.
- Staff prepare children well for the next stages of their learning, including the transition to school. Managers and staff form strong links with other providers when this time comes.
- Children have fun and they enjoy the atmosphere and the positive relationships they have with staff and their friends. They are able to ask for help when needed.
- Staff carefully monitor the progress children make. They are confident to approach relevant agencies when needed to help support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment and induction processes help ensure that all staff are suitable to work with the children. Staff demonstrate a good knowledge of safeguarding practice. For example, they are aware of the different types of abuse and the signs that may indicate a concern about a child's welfare. They know the procedures to make a referral. Managers share the safeguarding policies and procedures with staff and parents to highlight the importance of children's safety. Staff deploy themselves effectively to supervise children during their play, and to provide them with the support they require. They make regular risk assessments of the premises and resources to help children to remain safe.

What does the setting need to do to improve?

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

- provide more learning opportunities to encourage children to think deeply and learn how to solve problems.

Setting details

Unique reference number	147540
Local authority	Barnet
Inspection number	10128391
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	3 to 4
Total number of places	34
Number of children on roll	31
Name of registered person	Gan Alon Pre-School Committee
Registered person unique reference number	RP905662
Telephone number	0203 182 0116
Date of previous inspection	10 June 2013

Information about this early years setting

Gan Alon Pre School registered in 1996. It operates from a purpose-built facility in a synagogue, in the London Borough of Barnet. The pre-school operates from 9am to 3pm on Monday to Thursday, and from 9am to 12.15pm on Friday, during term time. The provider receives funding to offer free early education for children aged three and four years. There are eight staff, six of whom hold relevant early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Fatiha Maitland

Inspection activities

- The inspector and the manager conducted a learning walk across all parts of the nursery to understand how the curriculum is organised.
- The inspector spoke to some members of staff and children at appropriate times during the inspection, and held meetings with the management team.
- The inspector carried out one joint observation with the manager.
- The inspector took account of the views of parents, including those spoken to during the inspection and written comments and suggestions held by the school.
- The inspector looked at the nursery's policies and procedures, including those related to the suitability of staff.

We carried out this inspection 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.

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