

Lubavitch Nursery

Inspection report for early years provision

Unique Reference Number	962263
Inspection date	02 April 2008
Inspector	Anahita Aderianwalla
Setting Address	107-115 Stamford Hill, London, N16 5RP
Telephone number	020 8800 0022
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Registered person	The Trustees of Lubavitch Foundation
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Lubavitch Nursery has been registered since 1984. It operates from three rooms situated in the basement and ground floor of a three storey building and is located in the London Borough of Hackney. A maximum of 100 children may attend at any one time. The nursery is open each weekday from 08:30 to 16:30 for 46 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 100 children aged from one to under five years on roll. Of these 52 children receive funding for nursery education. Children come from a wide catchment area, as the nursery serves the Orthodox Jewish community.

The nursery employs 19 staff, 14 of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are given a range of purposeful activities that are designed to enhance their physical development. The nursery provides activities that develop children's large and fine motor skills. There is large outdoor play apparatus every day where children can take part in vigorous exercise by climbing, balancing and running. Children enjoy these activities and respond very well to taking exercise. Children enjoy a good range of physical activities and use indoor and outdoor equipment well. All children are learning to listen to their bodies and rest and be active according to their needs. They are aware of others as they move round the space. They are developing good hand-eye coordination, for instance, through the use of scissors and using painting brushes.

The setting has good procedures in place to ensure that medicines are administered correctly and any accidents are minimised and dealt with effectively. Children can be cared for if they sustain minor injuries while in the setting as there are always qualified staff on site who have access to appropriate first aid equipment. The spread of infection within the nursery is reduced as the setting excludes children who may be infectious. The nursery also promotes effective hygienic practice during the day and the good health of the children is promoted as parental permission is obtained should emergency medical treatment be required.

Children are learning the importance of good personal hygiene through well organised activities and routines. They wash their hands after using the toilet, before eating their snack.

Children gain understanding of healthy eating through the varied range of nutritious snacks they enjoy whilst in the nursery. Allergies and parental wishes are discussed prior to the child commencing the provision, it is recorded and accommodated. Children enjoy the social lunch time where they are encouraged by staff to eat a well balanced menu. All the children's meals and snacks provided are freshly prepared and very nutritious; for example, fresh fruit, barley and vegetable soups, fish balls, ratatouille, rice and meat loaf. The setting provides all parents with a menu that is regularly changed and the setting ensures that it meets the dietary needs and requirements of all children very well. Children have free access to fresh drinking water which they can independently access at appropriate times during the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are clean, well maintained and of an appropriate temperature. They are learning to gain an awareness of personal safety through measures such as tidying away toys, thus reducing trip hazards and by taking part in emergency evacuation drills. Evacuation fire drills are recorded. However, the number of children and staff are not included. Consequently, the setting would be unable to identify if all the children and staff practised the drill. There is a range of appropriate measures to support children's safety and help prevent accidents. For example, staff are suitably deployed, the premises are secure, socket covers are placed over exposed electric points and hazardous materials are inaccessible to children.

Children access an wide range of age appropriate resources that are clean and suitably maintained. Children benefit from the staff's understanding of safety issues concerning the regular maintenance of equipment. As a result, children play with toys that are safe, suitable.

Children play with a very good selection of toys. They have good opportunities to self select their own resources, from low level storage areas. For example, the craft trolley offers children a good selection of different types of craft resources, and drawing materials.

Children's welfare is safeguarded by staff that are aware of child protection issues, confidentiality of information and the correct procedures to follow if concerned about the welfare of a child. There are effective arrangements for making sure parents are fully aware of the provider's child protection responsibilities prior to a child commencing in the provision.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and content in the setting. They take part in activities with enthusiasm and enjoy being together. Children show immense pleasure at circle time when staff use finger puppets while children sing familiar songs, and march around the room. They are confident, and demonstrate good self-esteem and show high levels of independence in carrying out tasks, such as tidying up by themselves. They have good social skills, play cooperatively with their peers and realise the need to take turns, for example, when singing, they wait patiently to be picked. Children have warm relationships with the staff and are forming good friendships with their peer group. Staff make full use of the Birth to three matters framework to monitor the development of the younger children. Children enjoy a very happy and sociable morning at nursery.

Nursery Education

The quality of teaching and learning is good. The staffing team is aware of the areas of development covered by planned and spontaneous activities. For example, children like to play with large cardboard boxes in the role play area. They plan and provide a varied programme of suitably balanced activities that cover all aspects of traditional Jewish customs and weaving in the Foundation Stage curriculum that supports children's progress towards the early learning goals. Staff regularly evaluate activities and continually seek ways to improve the provision. However, next steps are not recorded. The staff rely on their working knowledge of children's next steps when planning. Consequently, the current system is not consistently effective in helping to identify all children's next steps or further learning needs as play opportunities are missed.

Children have a wide range of vocabulary and demonstrate a good understanding of how to link sounds and letters. They use language confidently, such as when sharing their news with staff and peers during circle time, when they learn about the Passover. Children enjoy exploring books and appear to gain great pleasure from taking part in whole group story times. During such activities, children concentrate well, listen attentively and enthusiastically answer questions posed by staff. They have regular opportunities to practise their early writing skills through routine activities, such as using pens and paper in the role play corner and in the outside area on an easel.

Children count confidently and have the chance to solve complex mathematical problems during circle time. For example, a staff member, cuts an apple in half, and places it back together, asking children to identify how many pieces there are. Children confidently understand the concepts of fractions as they shout out the answers. Through practical activities such as exploring the shapes of boxes during imaginative play, completing puzzles children are gaining an understanding of shape, quantity, and measure. They count during the daily routine and there

are clear examples of sponge painted numbers are attractively displayed at low level, helping children develop good number recognition skills.

Children learn about change in nature through visits made to the farm, and growing their own bulbs in the garden. Children learn about the differences that occur when bulbs grow into flowers, or where milk comes from as they discover about animals and their habitat. In addition, children have opportunities to explore and investigate natural materials. For example, children visit nearby shops, where they learn about buying fish, and then bring it back to the setting to observe the differences. Such opportunities enable children to gain a greater awareness of the world around them.

Children have good communication skills. They use language effectively to convey their needs and enjoy conversations with adults and each other. Staff utilise many opportunities to extend children's language development, through effective questioning, encouraging children to think and give explanation. For example, during learning about the Passover, children are confident to discuss their home experiences and they listen to each other and show courtesy.

Helping children make a positive contribution

The provision is good.

Children are valued, respected and treated as individuals. They are able to access a suitable range of resources, such as puzzles, posters and small world toys that reflect positive images of diversity. Good use is made of local visits to shops to help children gain an understanding of the wider world, such as buying different foods such as fish, and explaining about the religious meaning, and incorporating the understanding of use the local community.

Children behave well. They are aware of the need for respect for others, as this is a very important ethos the school teaches them. Their behaviour is supported by staff that act as very good role models and use imaginative, effective, positive strategies to promote appropriate behaviour. Children receive lots of praise and encouragement.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and demonstrate good self-esteem. For example, the setting has a 'good deeds board', where staff and parents contribute messages that highlight children's mile stones and good deeds. They show genuine consideration for others. For example, one child immediately informs an adult when his friend is hurt during outside play. Through practical activities, such as Passover, and talking about other festivals, children are gaining an awareness of a range of cultures and festivals.

Children with learning difficulties are well supported. Staff attend regular training and work closely with other professionals to formulate individual educational plans and keep parents well informed. Staff are committed to providing an inclusive environment for all children. Thoughtful planning helps to make sure that children are included in all activities and receive the support they need.

The partnership with parents is good. The parents are given a very comprehensive written information about the provision, its policies and procedures, and the Foundation Stage curriculum, prior to a child commencing in the provision. There is a formal opportunity for parents to meet with their child's key worker to discuss their child's progress. They receive a detailed profile of their child's progress through the Foundation Stage and they are kept up to date through the weekly newsletters displayed on the notice board, and daily verbal

exchanges, where parents and staff can discuss children's achievements or any childcare issues. Parents are encouraged to become involved in their child's learning. For example, they are invited into the setting to help with an activity, such as reading a story or share their skills.

Organisation

The organisation is good.

The children's care and development is supported by a staffing team that works well together and has achieved required training and relevant qualification. All legally required documentation is maintained, securely stored and available to support children's care. Careful records are kept of the attendance of children, staff and visitors. All staff are aware of their roles and responsibilities. There are appropriate systems in place to ensure that staff are suitable. Staff are well supported by the manager through regular team meetings, and encourages all staff to attend a wide range of training workshops. Children are well supervised at all times and staff are deployed well and all the rooms maintain a high adult to child ratios. This ensures the setting promote safety for the children in their care.

The leadership and management is good. The staff team work well together and staff meet together on a regular basis to review the effectiveness of the provision and there is a commitment to training and development to plan for children's future learning. The manager reviews the staff evaluations of planned activities and monitors the Foundation Stage assessments, to help ensure children are making progress across the curriculum. Staff have a sound knowledge of the Foundation Stage, the use of observations and assessments effectively to evaluate how children are progressing toward the early learning goals. However, some children's assessments do not include the next steps, and this impacts on play opportunities when planning for their future needs.

Polices and procedures are regularly reviewed and updated and the manager is aware of the need to keep up to date of changes in legislation and current practise.

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, the setting was required to: encourage children's independence, ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times, ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and ensure there is a designated person who deals with behaviour management

The setting has made improvements and now ensures that children have an opportunity to access an adequate range of resources, such as, books and dolls and small world play that promote equality of opportunity and anti discriminatory practise. Children are encouraged to gain independence through daily routine, such as pouring their won drinks and putting on their own coats. The manager has a comprehensive behaviour and management policy, which has a designated member of staff who deals with behaviour management. All documentation and records are accessible on the premises at all times. These improvements promote the wellbeing of children in the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the fire drills include the number of adults and children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure next steps are recorded in planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk