

# Yesody Hatorah Senior Girls School

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY349961   |
| <b>Inspection date</b>         | 18 July 2007   |
| <b>Inspector</b>               | Tom Radcliffe  |
| <b>Setting Address</b>         | Egerton Road, London, N16 6UB  |
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| <b>Registered person</b>       | Yesody Hatorah Senior Girls School   |
| <b>Type of inspection</b>      | Childcare  |
| <b>Type of care</b>            | Crèche   |

## 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

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.

### WHAT SORT OF SETTING IS IT?

Yesody Hatorah Crèche is run by the head teacher of Yesody Hatorah Senior Girls School. It opened in 2007 and operates from one room in the school building. It is situated in a residential area in Clapton in the London borough of Hackney. A maximum of 12 children may attend the crèche at any one time. The crèche is open each weekday from 08.45 to 15:00 Monday to Thursday and from 08.45 to 12.40 on Friday, term time only. All children share access to a secure enclosed outdoor play area. The crèche only provides for children whose parents are teachers in the school. The nursery employs two members of staff. Of these, one hold appropriate early years qualifications and one member of staff is working towards a qualification.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

The environment in which the young children are cared for is very clean. Accident and medication procedures are clear, understood and practised by staff. The crèche has access to the first aid facilities of the school setting so that any needs of the children can be met; the manager has first aid training. A sick child policy excludes infectious children and children's good health is

further promoted by the crèche having obtained parents' written permission to enable them to seek emergency medical treatment. Children's good health is also supported by the fact that all children's parents remain on the premises, as school staff members, which enables them to keep in regular contact with their children. The manager showed a good understanding of how to prevent the spread of infection when the nappy changing policy was followed effectively.

The children in the crèche are aged between 12 and six months and their physical development is good. They are given regular opportunities to become more confident in their movements and the crèche gives timely and appropriate support, for example, to children who were becoming more confident in standing or more able crawlers. The setting has a range of equipment to promote children's mobility. The children have access to a secure outdoor area where resources are also utilised to help the children's development. The manager has also put in place opportunities for the children to develop fine motor skills through the use of jig saws, shape boxes and rings. Children are able to rest or sleep whenever they want to. Consequently, children are learning to control their bodies. Most of the children in the crèche are breast fed; the setting accommodates this well as mothers are able to visit their children as required. Additional bottles or solid foods are also provided from home, if required, with the setting having arrangements in place to safely reheat and serve these when asked to do so by parents. All children's individual dietary needs and requirements are met.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The premises are very secure and safe for children. Visitors to the crèche are only able to enter via the main school entrance, which has high levels of security. There are very effective procedures in place for the arrival and collection of the children so that they are kept safe. The manager oversees the implementation of an effective safeguarding children policy and she ensures at all times that children's welfare is assured. The crèche is aware of the procedures to follow if any allegations are made against staff. The setting is covered by the school based fire detection and evacuation policy and procedure; in the event of an emergency the premises could be cleared quickly with children's safety of paramount importance. There is a good range of toys and resources that are clean and in good condition, covering all areas of children's development.

The premises that the crèche uses are very spacious, modern and welcoming. The equipment is set out to engage children's interest and there is extensive use made of displays of children's work and photographs that enhance the visual aspect of the premises.

The manager ensures that children feel safe when in her care; she gently reassures children and guides them skilfully through stimulating activities or tasks, such as, feeding and nappy changing. She constantly speaks to the children and reinforces their feeling of security by holding them appropriately and safely.

The crèche plans and resources the children's activities well, it also organises other resources so that all needs are catered for, this includes children's sleep and feeding.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The crèche provides a supportive and caring environment into which young children settle very quickly. The attendance pattern of the children is variable and reflects the employment

arrangements of their parents as part time staff of the school. Despite this the setting knows the children very well as it provides a purposeful environment which promotes children's care and learning effectively. The large play room provides a range of activities and equipment which is both accessible, to even the youngest children, and stimulating. Two children, aged six and eight months, played for a sustained period of time with toys that engaged them and provided them with appropriate learning experiences. The children were very interested in a treasure box that contained a variety of objects that were selected because of their shape, texture or colour. The box was placed on a soft surface that the children could easily crawl over and they spent a great deal of time feeling the objects and handling them individually. Staff interaction with the children was good as children were helped to develop, for example encouraging children to investigate objects or listen to the sounds that they could make. The manager ensures that the language and the methods used with the young children are always developmentally appropriate, for example when guiding children from unwanted or potentially harmful behaviour. The crèche makes good use of the Birth to three matters framework as they plan for learning and development opportunities for the children. Parents are given a clear idea about the progress that their children are making and the activities that they undertake while in the setting. The regular contact between parents and the setting promotes a considerable amount of informal conversations about the children. The manager is currently reviewing this policy in order to provide parents with additional more formal opportunities to assess the progress and development of their children.

### **Helping children make a positive contribution**

The provision is good.

The crèche ensures that all detailed background information is provided by parents. In this way individual needs are known and catered for. The setting has a good equal opportunities policy, which is shared with parents; this ensures that all children are treated as individuals with a range of needs. The setting promotes an inclusive environment which could accommodate all children. Positive role models and guidance from staff means that children have clear boundaries, resulting in good behaviour, relationships and a very happy and calm atmosphere.

The parents value the work of the crèche. They are regular visitors throughout the sessions and are happy with the care that the crèche provides. They receive regular informal information from the setting as a direct consequence of this level of contact. Parents are kept fully informed about relevant policies, including the complaints policy, and the requirement of the setting to obtain certain written permission.

### **Organisation**

The organisation is good.

The provider has established robust recruitment procedures. These help to ensure that staff employed at the crèche are suitable to do so. The manager holds a relevant qualification in child-care: consequently, she has a good understanding of how young children learn. There is some good quality volunteer support used in the setting, it is ensured by the manager that this is always in a supervised capacity. The provider has put in place a system of staff cover in the case of absence, for example a deputy is in place for known absence of the manager. The Ofsted registration certificate is displayed. The attendance registers for children and staff confirms that the provider is compliant with the National Standards. Staff deployment in the setting ensures that the needs of all children are met, with on-going care and well-being given very good attention.

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

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since the 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet 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.

## **THE QUALITY AND STANDARDS OF THE CARE**

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.

### **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):

- devise more formal development records to share with parents.

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](http://www.ofsted.gov.uk)