

Yesodey Hatorah Community Nursery

Inspection report for early years provision

Unique Reference Number	964027
Inspection date	25 March 2008
Inspector	Catherine Greene
Setting Address	2-4 Amhurst Park, Stamford Hill, London, N16 5AE
Telephone number	020 8800 9221
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Registered person	The Trustees of Yesodey Hatorah Nursery
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?

Yesodey Hatorah Community Nursery is an established provider of full day care for children aged under five years from the Orthodox Jewish Community. The nursery is located in the basement of Yesodey Hatorah School and portacabins in the school grounds. Between the two buildings there are four group rooms, an office, toilet and wash facilities and an enclosed outdoor play area. Most staff are qualified and experienced to provide care and education. There are 163 children on roll for various sessions. Children are grouped according to age, they attend the nursery between the opening hours of 08:30 to 16:00 Monday to Thursday and 08:30 to 15:00 on Fridays. Several children speak English as an additional language. There are 97 children in receipt of funding. The nursery supports children with learning difficulties and/or disabilities. Staff provide an educational programme of activities for the children to support their development within the Foundation Stage of learning, they receive guidance and support from the Learning Trust.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because staff follow satisfactory health and hygiene practices. However, sweeping brushes and mops stored in the kitchen area are accessible to crawling babies. Children learn the importance of washing their hands before eating, or after using the toilet, and staff use effective procedures when changing nappies or preparing snacks. Children are provided with suitable healthy meals and snacks each session, with lots of fresh fruit. They choose from juice or water to drink. Children tell staff when they are thirsty and can help themselves to drinks from the water dispensers throughout the session. Staff liaise well with parents, ensuring that any children's special dietary requirements are appropriately met.

Staff have undertaken first aid training this ensures that children will receive appropriate medical attention if they become unwell or have an accident. Required documentation is in place to support children's care, appropriate records and written parental consents are completed and procedures are followed to promote children's health and well-being. The setting's policy of not caring for sick children means that the risk of infection to children is minimised.

Through topic work and celebrating festivals children learn about healthy living and the importance of exercise. Each day children have good opportunities to enjoy physical activities and practise their co-ordination skills. They climb and balance on the climbing frame, and use wheeled toys, hula hoops and stilts. Children can rest according to their needs as the setting provides comfortable areas in the book corners.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment, where they are well supervised by staff. Only permitted persons are allowed to enter and collect children from the nursery. Children are given explanations about the importance of walking and not running in the group rooms to help them understand the risks around them. Staff monitor children as they access the stairs to the first floor which ensures children do not go into other areas of the school. The group rooms used are organised well, allowing children to move and play freely. The impressive displays of children's work and photographs of their activities make the environment friendly and welcoming to children and their families. The environment is well planned and risk assessed; children are kept safe because staff use good safety routines. Fire evacuation plans are in place and fire drills are regularly practised with the children to support their understanding. Staff are aware of any hazards in the setting and take appropriate measures, to ensure children's safety and well-being.

Children have access to a range of equipment, resources and materials that are safe and suitable for their use. There are plans in place to provide some new resources and books across all group rooms. The furniture and storage units are of child height and size. The resources are organised so children can access them easily and develop independence in their play and daily activities.

Children are protected through staff's secure knowledge and understanding of health and safety issues. The staff group regularly attend child protection training to update their skills and knowledge.

Helping children achieve well and enjoy what they do

The provision is good.

A range of activities is provided for babies and toddlers. Babies enjoy exploring their environment, they see their reflection in mirrors, enjoy the wooden enclosure as they explore and play hide and seek and begin to walk independently. They are able to sit supported in comfortable positions and staff interact with babies well. They establish eye contact, talk about what babies are doing and encourage them in exploring a range of tactile and natural materials. Toddlers have fun sitting together, spreading the mixture and experiencing new textures during a foam activity. Children sit comfortably on the floor with a member of staff looking at books independently. Staff are beginning to take responsibility for their key groups in small focused activities. However, the transition between morning and afternoon sessions is less well managed, when, for example, children arrive to a very disorganised group room and staff give children snacks at the same tables where other children play with sand and toys.

Nursery Education

Children arrive happily to the nursery and are welcomed eagerly by their friends. They are keen to learn and to take part in the activities available. The activities are planned and include strategies designed to help all age groups learn and progress. Children enjoy being in the setting and are encouraged to have fun. Staff relate very well with the children. Areas of their learning are well promoted, particularly children's creative, social and emotional development.

The quality of teaching and learning is good. The manager has a good understanding of the Foundation Stage and is able to support other members of staff as they develop their experience and confidence in this area. Children are making good progress towards the early learning goals. The staff team plan interesting activities and are enthusiastic about developing this area. Together with the support of the Learning Trust mentor they will continue to introduce new ideas and activities.

The setting is developing a good system of learning and recording the progress of the children attending. Staff are given key roles in the group, for example, for observing and monitoring whilst other staff work closely with the children. This helps ensure each child's progress is monitored and their learning is encouraged on an individual basis.

Children take part in a range of interesting and worthwhile activities that engage the children's attention. The planning used shows what children should learn through their activities and includes how to challenge children appropriately according to their stage of development. This planning is shared with parents so they can be involved in their children's learning. Children are encouraged to think and put their thoughts into words through the adults' good use of questioning.

Children are confident in the setting and understand when they should concentrate and listen. They are very attentive at story times and enjoy books and rhymes. They participate and contribute well in group activities such as circle and registration times. Staff plan interesting activities often in small group work, that encourage children's language and communication skills and mathematical development.

Children have many opportunities to develop their creativity, for example, they can paint and draw freely and have access to a variety of tools and craft materials. The children enjoy taking part and are keen to take centre stage during the traffic club presentation. They are confident

when calling out the answers and are encouraged by the warm support that they receive from staff.

Children learn about their lives, the environment and about others' lives through interesting topic work and themes. This includes celebrations, such as the festival of light and preparing for Purim. These celebrations have inspired children's creativity with some great art work displayed. Visitors to the nursery are warmly welcomed, including parents who will support staff with celebrations and special activities. There is a wealth of resources in the setting that help children learn about their own and others' different cultures and beliefs. They learn new skills by using equipment in role play situations, such as the key boards and telephones. However, they do not have access to a working computer and there are currently few opportunities for children to develop an understanding of, or interest in, technology.

Effective use is made of time and resources to combine areas of learning with outdoor opportunities, such as with their project on the 'traffic club' and 'people who help us'. Children enjoy physical activities as they climb on the climbing frame and run, jump and play with hula hoops and stilts.

Helping children make a positive contribution

The provision is good.

The setting's positive approach and children's access to a range of experiences that reflect diversity, fosters children's spiritual, moral, social and cultural development. They enjoy their time at the nursery and have good opportunities to learn and play. They are happy and settled and form positive relationships with the staff and each other. They explore their own culture as they celebrate Purim, and delight in the opportunity to dress up.

All children are welcomed and play a full part in the nursery because staff value each child as an individual. Children are confident and show good self esteem responding well to the acknowledgement they receive with praise and encouragement when their 'good deeds' are shared during circle. Children work well together, they co-operate and take turns with the activities and during circle time and snack. They understand the rules and routines of the setting well. Children interact very well with each other, and with the adults present. They have made firm friendships and enjoy each other's company. Children learn to be independent, they have good opportunities to choose what they do and to select their own resources, they are always busy and purposefully occupied. Children are happy at nursery because staff value and respect their individuality, culture and language. Children and their families are warmly welcomed, this gives them a sense of belonging.

Children's family backgrounds are valued and respected. Staff work very closely with parents, getting to know them and their children. This is fundamental in supporting families and for children settling happily in to the nursery.

Children behave very well, they benefit from the clear boundaries in place to promote good behaviour. Their positive behaviour is encouraged by the staff, who offer continuous encouragement, praise and rewards and act as good role models. There are appropriate procedures in place to ensure that children with learning difficulties and/or disabilities are supported at the setting.

A very good partnership with parents and carers contributes to the success of the nursery. Parents are encouraged to share their views with staff and this good communication ensures

parents are kept up to date on their child's progress. Information about the curriculum is displayed on the parents' notice board and is included in the setting's informative and colourful newsletters. Social gatherings for annual celebrations are well attended by parents; this contributes well to maintaining good relationships.

Organisation

The organisation is good.

Children benefit from a well organised and efficiently run provision. Staff receive good induction when joining the setting and are encouraged to train and attend short courses to develop and enhance their knowledge and understanding of childcare and education. There are appropriate systems in place to ensure staff are vetted and suitable to care for children; these continue to be reviewed and developed. Un-vetted adults who may visit the setting do not have unsupervised contact with the children. The nursery manager and admin manager have developed an effective operational plan, and a good range of policies and procedures, which are relevant to the setting and are used to ensure all children's well-being.

The daily registration systems used are suitable with the times of adults' and children's attendance adequately recorded for overall safety. The setting ensures high adult to child ratios are always maintained, this allows staff to continuously support children's play and activities and provide individual care and attention.

The person in charge and the staff team have a developing understanding of the Foundation Stage and early learning goals. They have a strong vision for the future and development of the nursery which they have established as a team. Regular staff meetings are used to help build a strong team where all the staff are valued and encouraged to contribute. Staff meetings are used to evaluate the provision offered, to plan activities and to discuss children's progress and individual needs.

Staff are very caring and consequently, children are happy and enjoy their time at the nursery. Space within the setting is satisfactorily organised to enable children to have quiet, restful periods as well as more active and energetic play.

The nursery has fostered strong links with the local community and the Learning Trust. The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection it was recommended that the setting ensure children are able to access toys and resources independently and that toys, equipment and materials are used to provide a balanced range of activities that promote all areas of learning. In addition they were asked to implement an effective routine following lunchtimes. Progress is underway to improve organisation of resources and access to a varied curriculum. The organisation of the routine after lunch has been highlighted as an area for improvement particularly in the baby and toddler unit.

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 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):

- improve the organisation of the transition phase between morning and afternoon sessions in the baby and toddler rooms and provide separate areas for snacks and activities
- make the cleaning equipment inaccessible to the children in the baby room and in all group room bathrooms
- provide a suitable range of toys, equipment and books to meet the needs of the 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):

- continue to develop a consistent system for planning, ensuring that all staff are confident in assessing children's learning against the foundation stage
- develop the provision of information and communication technology and programmable toys to support children's learning and ensure they find out about and show an interest in technology in everyday use.

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