

# Yetev Lev D'Satmar Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	402831
<b>Inspection date</b>	27 March 2008
<b>Inspector</b>	Tom Radcliffe
<b>Setting Address</b>	2 - 4 Chardmore Road, London, N16 6HX
<b>Telephone number</b>	020 8806 3834
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<b>Registered person</b>	The Committee of Yetev Lev D'Satmar Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Yetev Lev D'Satmar Nursery is run by a committee. It opened in 1991 and operates from a large room in a modified building. It is situated in a residential area in Stamford Hill in the London borough of Hackney. A maximum of 25 children may attend the nursery at any one time. The nursery is open from 09.00 to 15.00 Sunday to Thursday and from 09.00 to 13.00 on Friday throughout the year. All children share access to a secure outdoor play area.

There are currently 23 children aged from three to under five years on roll, all are funded for early education. The nursery provides for children in the local area and for the needs of the Yiddish speaking community. All children speak English as an additional language.

The nursery employs three members of staff all hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The nursery provides premises for children which are clean, well maintained and in good hygienic condition. Staff ensure that the setting is ready for children as they arrive; for example, play areas, table top activities and toilet facilities. All written procedures are in place to ensure that children's good health and well-being is promoted; for example, medication is administered according to strict guidelines, all accidents are recorded and managed well and infectious children are excluded to reduce the risk of cross infection. In addition the setting has obtained written parental permission to seek any necessary emergency medical treatment or advice. Children can be cared for if they sustain a minor injury as the setting has staff who are qualified in first aid and access to appropriate first aid equipment. The nursery promotes effective hygienic practice during the day; for example, staff encourage children to wash their hands during the day and surfaces are cleaned before children have snacks or drinks.

The opportunities for physical development are very good. The children have access to a large range of activities both indoors and outdoors that are planned to enhance their physical development. Indoors children are able to develop their fine motor skills through the use of construction sets, jigsaws, paint and cooking activities. While outdoors children use a large playground area to take exercise as they run, climb on apparatus and use wheeled toys. Children enjoy these activities; they are very active and respond positively to these opportunities. Staff support the children very well as they undertake outdoor play, they encourage all children to take part and facilitate both free play and organised activities. Children are able to be active or take part in more sedentary work according to their individual needs. The setting provides freshly prepared and nutritious meals for the children that reflects their individual dietary needs. These are prepared by professional catering staff in a fully equipped and well maintained kitchen. The setting provides menus of meals that includes soup, salads and fish. The menus are changed regularly and children are developing very good eating habits. Snacks of fruit are also provided and children have free access to fresh drinking water and milk according to their requirements.

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

The provision is good.

The nursery is housed in accommodation which is safe and secure for the children. Visitors can only access the nursery building via the adjacent school's main entrance and entry to the nursery is carefully monitored by staff who have the use of Closed Circuit Television. Staff manage the arrival and departure of children effectively ensuring children are supervised while they have informal interactions with parents. The setting has a clear written policy in place to safeguard children. Staff are familiar with this and can recognise signs that may cause concern and are aware of how to proceed if they were to have any concerns about a child's welfare. Children are kept very safe in the case of an emergency as the setting has well maintained fire detection and control equipment and all staff are trained to evacuate the nursery and so protect children from harm. The nursery works very effectively in undertaking risk assessments in order to minimise the hazards that the children may face; for example, electrical sockets are covered, all equipment is checked for ongoing suitability and levels of supervision reflect the activities being undertaken. In addition staff in the setting work very well with the children to ensure that they use the stairs safely when coming into and leaving the nursery. The setting has good toilet facilities which are well maintained, support independent access and allow children privacy.

The nursery provides a purposeful play environment for the children as resources are stored at an appropriate height to promote independent access and choice. Other storage areas are used to ensure that the play environment is maintained in a safe condition, by storing unused resources out of reach, thus keeping floor space and surfaces uncluttered. Free movement is encouraged within the nursery, staff supervise this very well and ensure that children are kept safe in what they choose to do; for example, as they play outside, have snacks, undertake messy play or use cutting equipment in art activities. The nursery has a good range of appropriate furniture which accommodates the different ages and sizes of children well. The nursery provides children with a good range of play activities and resources which are well maintained, clean and suitable promoting children's development in all areas. The nursery premises are spacious and light and provide a good environment for children to play and explore in. The setting is welcoming and attractive with displays of children's work, photographs of activities and bilingual signage on coat pegs and trays. In addition the setting provides a range of information for parents about its policies, events, plans and timetables.

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

The provision is good.

Nursery Education.

The quality of teaching and learning is good. All children in the setting are aged between three and under five and undertake activities based upon the Foundation Stage curriculum. Children in the nursery work as a single group in a large and well equipped activity room. Children's activities are planned to give a balance of free choice and adult led activities. Children's self esteem is raised through the displays of their work and by the freedom that they are given to choose activities and decide what they want to do. As the children all use English as an additional language staff work with the children in Yiddish and English. Staff are very competent in this delivery and give children valuable opportunities to work in both languages as they sing songs, use numbers and rhymes and extend their working vocabulary with names of objects in both languages. Children respond very well to this and are showing signs of being more confident and competent in spoken English. Bilingual signs around the nursery help the children to gain more understanding of written English, this is also well supported by a good use of books and other written material.

Staff have a very good understanding of how young children learn and a firm grasp of the requirements of the Foundation Stage curriculum. Staff have a good knowledge of the individual requirements of children as they start their time in the nursery. Assessments are made on entry to give staff a clear picture of children's levels of development; for example, their use of English, prior learning and their particular interests and strengths. From this starting point children undertake a range of well planned activities where they can exercise free choice or work with an adult lead. Staff support children very well when they choose their own activities they make good interventions to enhance learning and understanding; for example, when children use scissors, play with water and complete jigsaws and puzzles. Children respond well to this support and show that they can apply themselves to a range of activities for appropriate amounts of time. In shared activities children sing and use simple rhymes in English and Yiddish very enthusiastically and they undertake colouring activities with good levels of concentration. Staff assess the children as they undertake activities and collate all information on development records which are shared with parents and used to inform future planning.

The children work very well socially in the nursery, they cooperate with each other and staff, share readily and take turns. They are showing good indications of being independent as they

select activities and decide how they spend their time. The children are given many useful opportunities to develop their understanding and value of numbers as they sing number songs, appreciate displays about numbers and work in simple practical situations; for example, children counted the numbers of cars in different colours and counted as they put shapes into different groups. Children also use quantities as they play with water and sand and are starting to understand key mathematical language when considering relative dimensions; for example longer and shorter. Children explore simple technology through the use of everyday objects such as DVD players and through the use of role play equipment. They do not however have any access to computers to support their learning. The setting supports children's physical development well both indoors and outdoors. Children have good access to art and different materials to work with imaginatively. The nursery supports children's learning well in the Foundation Stage.

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

The provision is satisfactory.

The nursery works very well and closely with parents in order to meet the individual needs of all children. Staff are very knowledgeable about each child as a result of the information that they obtain from parents and they work to ensure that all needs are met; for example, specific medical or dietary needs. All children share a common first language, religion and cultural identity which are promoted by the nursery in its day to day work. However the setting makes the children increasingly aware of the diverse larger community that they are part of through its activities, its emphasis on developing children's use of English and the resources that it uses to show positive images of diversity. The setting intends to develop this provision in order to ensure that children learn in an environment that enables them to understand more fully diversity and cultural differences. The setting is well placed to meet the needs of children who may have special needs. Though the physical environment presents challenges for children who; for example, have physical disabilities the setting has an inclusive approach and works well with parents to share all important information. The setting also has a clear written procedure to ensure that it supports all children and gives children individual attention with appropriate individual learning plans where they are needed. The atmosphere in the setting is good; there is a positive learning environment where children show signs of development with good support from caring staff. The staff are good role models who effectively manage the children's behaviour as they set clear boundaries which are consistently applied in language that the children understand. Staff ensure that children are interested in what they do and they praise children effectively which encourages them to behave cooperatively and thoughtfully. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. They have a close contact with the setting and enjoy regular interactions that range from informal conversations to formal planned meetings. They also have access to written information about their children's development and are used to submitting written feedback to the setting on a regular basis. Parents value the work of the setting very highly and believe that their children are developing well and are very happy to attend the nursery. In addition parents value the good standards of care that the staff show to their children and think that the nursery provides accurate information about its work, policies and procedures.

## **Organisation**

The organisation is good.

The provider has established very robust recruitment procedures, these help to ensure that staff employed at the nursery are suitable to work with children. All staff have a good understanding how children learn as a result of their qualifications and the training which is made available to them. The setting has policies and procedures in place to ensure the effective and safe management of the nursery. Staff deployment is good, play equipment is stimulating and the accommodation is spacious and child-friendly. The nursery responds well to children's needs and children's well-being and care is given very good attention. Children have a growing understanding about being healthy, safe and they enjoy what they do with positive learning outcomes.

The leadership and management is good. Senior staff and the provider have a clear vision for the setting and have followed an effective improvement agenda since the last inspection. They have a committed team of staff who share their vision of good outcomes for children. Staff undertake very effective periods of induction and are able to develop as a result of processes of performance management. All staff have a clear understanding of their roles and responsibilities and are able to consistently use agreed planning, assessment and reporting strategies. The children show good levels of development in all areas but do not have access to computers to support their learning. In addition the setting plans to continue to develop its provision so that children have a greater understanding of diversity and cultural differences. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The last inspection made a number of recommendations that related to; staff records, a missing child procedure, registers for staff and visitors, correct staffing ratios and the learning environment. Since that time the setting has undertaken a considerable amount of very effective development and has addressed each recommendation fully. As a result all necessary documentation, policies and procedures are now in place and the learning environment has been enhanced in stimulating and well resourced accommodation with sufficient levels of staff support.

## **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 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 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 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):

- continue to develop a learning environment which reflects diversity and cultural differences.

### **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):

- develop the use of computers in order to support children's learning.

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)