

Lubavitch Nursery

Inspection report for early years provision

Unique reference number	962263
Inspection date	03/11/2009
Inspector	Martyn Richards

Setting address	107-115 Stamford Hill, London, N16 5RP
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Telephone number	020 8800 0022
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Email	
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Type of setting	Childcare on non-domestic premises
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Lubavitch Nursery has been registered since 1984. It operates from three rooms situated in the basement and ground floor of a three storey building in the London borough of Hackney. The nursery is open each weekday from 8.30am to 4.30pm for 46 weeks of the year. Children share access to a secure, enclosed outdoor play area.

The nursery may support up to 100 children below the age of five at any one time. No more than 40 may be under three, and no more than 16 under two years of age. There are currently 100 children on roll. A significant proportion of the children receive funding for nursery education. The nursery has close links with its associated primary school, and with a nearby Children's Centre which provides a range of services for children, parents and the community. Children come from a wide catchment area, as the nursery serves the Orthodox Jewish community.

The nursery supports children with special education needs and/or disabilities, as well as those who speak English as an additional language. It employs 19 staff, all of whom hold appropriate early years qualifications. In addition, members of staff are currently undertaking further training for Early Years Professional Status, and for Qualified Teacher Status. The nursery is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good nursery. Parents think highly of it, commenting on the quality of care it shows for the children, and the ease of access parents enjoy to staff. Its multilingual character and sense of community are particular strengths, and it is very successful in meeting the varied needs of its children. It runs smoothly on a day to day basis, and the leadership's strong record in bringing about improvements over time indicates a good capacity to continue developing well into the future.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- implement a more systematic scheme of self-evaluation to ensure the key strengths and areas for development of the nursery are identified so that it can always fully meet children's needs
- ensure children's activities are always imaginative and engaging enough to nourish their curiosity and challenge them to new learning

The effectiveness of leadership and management of the early years provision

The strong shared ethos of the nursery is based on its determination to respect the individuality and worth of every child, and to ensure that every child's needs are met. They ask themselves the question 'What's it like to be a child in our nursery?' and accept that they must give an absolute priority to ensuring the children are safe. The suitability of all adults wishing to work in the setting is meticulously checked, and the facilities the children use are safe from intrusion. Visitors' identities are also checked, and the nursery has strong procedures to ensure children are only collected by recognised adults. Staff are thoroughly and regularly trained in child protection procedures. They conduct regular and rigorous assessments of any risks that may arise from new activities or visits. Fire drills are conducted regularly, and the records of these drills have been improved as recommended at the previous inspection. This thorough attention to safety creates an environment in which children can learn and develop in a relaxed and happy manner.

The nursery is led with vigour and ambition for improvement. Recently staff have made excellent use of the support of the local authority to successfully put in place new statutory requirements for the early years. The introduction of a key person scheme has been thorough and highly effective. This means that every child has a single adult responsible for overseeing their progress and welfare in the nursery. There are bilingual staff in each classroom, so the many children learning English as an additional language all have a key person who can talk with them in their first language. Leaders have implemented an ambitious national programme for quality assurance to make sure the nursery is as good as it can be, and have established a very thorough schedule of additional staff training in areas where they felt improvement could be secured. In looking forward, they have plans to improve the outside areas, to develop gardens and an area for the children to grow vegetables and flowers.

Relationships with parents are close. They are well-informed about the children's programme through a weekly newsletter, and speak very highly of the ease of contact they enjoy with staff. There are excellent links with the nursery's associated school, with local support services such as speech therapy, and with the nearby Children's Centre. The nursery has a particularly good record in supporting children with special educational needs and/or disabilities, and in ensuring that all children have an equal opportunity to benefit from its provision.

Staff are always alert to ways of improving the provision further, and they seek the views of parents on a regular basis. They have been very thorough in implementing the recommendations of their last inspection. This said, present arrangements for self-evaluation are not systematic enough to ensure that key strengths and areas for development are always identified with confidence.

Staff determination to continue developing the nursery, their commitment to further training to meet new circumstances, together with their record of success

in implementing change and eagerness to act on advice, illustrate a good capacity to continue improvement in the future.

The quality and standards of the early years provision and outcomes for children

Children enjoy the play activities provided, and the good balance staff establish between those which children choose for themselves and others, such as work on the Creation, introduced by adults. They particularly enjoy making pictures and collages, exploring shapes with construction apparatus, and vigorous activities in the outside area. They make good progress especially in personal, social and emotional development. Provision for the youngest children is also good. Their room is calm and welcoming, and parents comment on how well they settle in. Arrangements for feeding, changing and sleeping are hygienic and efficient.

Staff activity plans ensure that all major areas of early years learning are addressed in the course of each week, and the plans make clear what staff hope children will learn from each of the activities. They make regular observations of each child's response to the learning opportunities provided, and these observations show children growing in skills and confidence over time. At their best, the observations also enable staff to plan the next steps in each child's development.

The most fruitful activities are those which capture and hold the children's interest, and fire their imaginations. After visiting the local park to collect impressions of Autumn, they created 'Autumn' back in their classroom. They spread a layer of leaves over the floor, and suspended umbrellas from the ceiling. One child was utterly engrossed in trying to manipulate a brush and dust-pan to sweep up some leaves. He realised that the dustpan would not hold many big leaves at a time, and that the slightest breeze would blow them beyond his reach. He also learned how to gain a secure grip on an unwieldy tool. Intense concentration like this means a lot is learned in a short time. However, not all activities are as imaginative as this, in creatively linking indoor and outside learning, and stimulating children's curiosity, and staff sometimes underestimate children's capacity to take decisions for themselves.

Children behave very well, moving safely around their play areas with consideration for others. They are relaxed and happy in the nursery, and this contributes well to the sense of family community there. They learn to take turns and to help each other at moments of difficulty. They enjoy the healthy lunches provided, and their mid-morning snack of milk or fruit. As they become more independent, and able to make choices about their activity, they establish learning attitudes which will be valuable to them throughout their education.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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