



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 964027

DfES Number: 582080

### INSPECTION DETAILS

Inspection Date 01/02/2005  
Inspector Name Fiona Sapler

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Yesodey Hatorah Community Nursery  
Setting Address 2-4 Amhurst Park  
Stamford Hill  
London  
N16 5AE

### REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Yesodey Hatorah School  
312521

### ORGANISATION DETAILS

Name The Committee of Yesodey Hatorah School  
Address 2-4 Amhurst Park  
London  
N16 5AE

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Yesodey Hatorah Community Nursery is an established provider of full day care for children aged two to four years from the Orthodox Jewish Community. The nursery is located in the basement of Yesodey Hatorah School and a portacabin in the school grounds. Between the two buildings there are four group rooms, office, toilet & wash facilities and an enclosed outdoor play area. Most staff are qualified and experienced to provide care and education to the 94 children the group are now registered to have. Children are grouped according to age and ability, they attend the nursery between the opening hours of 08:30 to 16:30 Monday to Thursday and 08:30 to 12:00 on Fridays. All of the older children speak English as a second language some are in receipt of funding though none are identified with having special educational needs. Staff provide an educational programme of activities for the children to support their development within the foundation stage of learning, they receive guidance from the Early Years Partnership. At present some staff are completing the National Vocational Qualification in childcare levels 2 and 3.

### How good is the Day Care?

Yesoday Hatorah Nursery provides satisfactory care for children. A committed and enthusiastic manager is currently working with staff to develop aspects of the provision, however attention is required to ensuring conditions of registration are adhered to at all times and issues need to be addressed in the under-two's room. The setting is generally well organised and although staff are aware of their roles and responsibilities, the routine following lunchtimes needs to be developed to consider the children's needs. There is a good level of communication amongst the staff team to ensure the nursery runs smoothly and documentation is comprehensive and stored confidentially.

There is good attention to maintaining a safe, secure and healthy environment, reflected in a clear sickness policy, the provision of nutritious meals and a good understanding of child protection procedures.

There is a wide range of resources available to meet children's differing

developmental needs. However children do not access these independently and, in addition, there are missed opportunities throughout the nursery day, where children could be encouraged to develop their independence and self help skills. There is no evidence that resources are used to provide stimulating and challenging learning opportunities. Staff interact well with the children and offer a good level of care and support using praise and encouragement. They are very aware of the children's individual needs and the children are happy and cooperative. Behaviour is managed well and the Orthodox Jewish ethos of the nursery encourages children to be considerate and caring members of the immediate and wider community. There is a positive approach to working with children with additional needs and offering equality of opportunity.

There is a strong emphasis on continuity between home and nursery and methods are in place to ensure parents are fully informed of the setting and their children's progress and development.

#### **What has improved since the last inspection?**

No actions or recommendations were set at the last inspection

#### **What is being done well?**

- There is very good attention paid to maintaining a secure environment for children. The premises have a monitored front gate and security systems in place to ensure only known adults have access to the site.
- Meals and snacks are healthy and nutritious. Mealtimes are happy and relaxed occasions offering opportunities for staff and children to engage in conversation and discussion. Children sit with their key worker who is aware of their likes and dislikes and any dietary requirements.
- Behaviour is managed very well. There is a calm atmosphere and children cooperate and share well. Children are encouraged to do good deeds at home and their achievements are acknowledged and shared with others.
- There is a strong emphasis on working with parents and carers and to upholding the ethos of the Jewish Orthodox community. Staff involve parents in all aspects of their children's care and education resulting in continuity of learning at home and nursery. Parents are provided with a detailed introductory booklet outlining the expectations of parents and the nursery, and including relevant statements, policies and procedures. Detailed enrolment forms contain information to ensure parents wishes are met and children's individual needs are identified. Six months after admission a follow up questionnaire addresses any issues and ensures children and parents are settled into the provision.

#### **What needs to be improved?**

- The staffing ratios in the under- two's room

- the routine following lunchtimes
- the knowledge and understanding of the needs of very young children and an action plan that sets out how staff training needs will be met in the under two's room
- the opportunities children have to discover and explore their environment
- the provision of stimulating activities and experiences that offer challenge, develop independence and self help skills and promote all areas of learning
- the potential hazards in the under-two's room
- the accessibility of toys and resources .

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person must take the following actions by the date shown

Std	Action	Date
2	ensure appropriate staffing ratios are maintained at all times in the under- two's room	01/03/2005
3	ensure all staff working with the under-two's have a good understanding of the needs of very young children and develop an action plan that sets out how staff training needs will be met	01/03/2005
3	ensure children are offered opportunities to discover and explore their environment and are provided with stimulating activities and experiences that offer challenge and develop independence and self help skills.	01/03/2005
6	ensure potential hazards in the under-two's room, are identified and addressed, especially in the food preparation and changing areas	01/03/2005

#### The Registered Person should have regard to the following recommendations

by the time of the next inspection	
Std	Recommendation
2	implement an effective routine following lunchtimes
5	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

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The children at Yesodey Hatorah Community Nursery are making generally good progress in the foundation stage. Children's progress in communication language and literacy, mathematics and physical development is very good and generally good in all other areas.

The leadership and management of the nursery is generally good. Managers have identified the nursery's strengths and weaknesses. They have recently introduced systems for improving the educational provision and have accessed support and training to facilitate this aim.

The quality of teaching is generally good. Staff demonstrate a good general knowledge of the foundation stage and integrate it for the most part well within daily activities. Much of the children's learning stems from their involvement in the Jewish Orthodox faith and lifestyle and staff take opportunities to extend their learning in the six areas through linked stories and role play. For example, during the inspection the children painted egg boxes in different colours to denote kosher foods. This for the most part works well and the children demonstrate good levels of concentration. Opportunities for the children to choose and extend their own learning through individual interests is limited however, due to the current lack of accessible and inviting materials throughout the day. Planning and assessment generally works well informally but written documents are at a developmental stage. Staff offer good support to children who may have special needs and give priority to supporting a bilingual environment where the children's first language is well supported. As a result the children demonstrate confidence in a range of languages including English, Yiddish and Hebrew.

Partnership with parents and carers is very good and upholds the ethos of the Jewish Orthodox community. Staff involve parents in all aspects of their children's care and education resulting in continuity of learning at home and nursery.

### What is being done well?

- The nursery managers demonstrate a clear understanding of current strengths and weaknesses and are committed to improvements to the educational provision for all children.
- Staff involve parents and carers in all aspects of their children's learning resulting in good levels of continuity of learning between home and nursery.

### What needs to be improved?

- the attention to planning and resources which encourage choice, independence and exploration including the accessibility of a varied and

interesting selection of books.

- the balance between child initiated and adult directed activities.

#### **What has improved since the last inspection?**

Improvements since the last inspection have been generally good. Staff demonstrate a generally good knowledge of the foundation stage and for the most part integrate it well through activities. The nursery now incorporate more practical activities to support children's understanding and questioning throughout activities is generally good. Assessment and planning systems continue at a developmental stage but demonstrate managers commitment to improvements for individuals progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in personal, social and emotional development is generally good. They observe and talk about home and their part in the Jewish community and have an increasing awareness of their own and others needs. Children behave well and concentration levels are good, particularly during structured art activities. As a result they form good relationships with others and respond well to the daily routine. There are less opportunities for children to initiate their own learning.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's progress in communication, language and literacy is very good overall. They listen well to a range of stories often linked to their Jewish faith and show an increasing bilingual vocabulary. They use talk to organise and clarify their ideas. Children demonstrate a growing enjoyment of books, are learning to understand print in English and Hebrew and increasingly attempt pre-writing tasks. However there are less resources on offer to further extend their interests.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in mathematics is very good. They participate in valuable practical activities and demonstrate an increasing ability to problem solve using concentrated efforts to identify the properties of weight and construction. They enjoy the sequence of events and are increasingly able to match and make patterns in relation to colour and form, for example when dividing Kosher foods in the home corner. Children show curiosity and are learning to scribe in English and Hebrew.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's progress in knowledge and understanding of the world is generally good. They show interest in the world, ask questions and identify features which are important to them. They are increasingly aware of their own and others cultures. Children often build interesting models and artwork which explain their new found knowledge but there are limited resources to explore and investigate. Children have limited opportunities to use technology to support learning.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in physical development is very good and the children demonstrate a healthy outlook. They move freely with increasing confidence and handle tools and equipment with safety and increasing control to support activities such as drawing and cutting. The children demonstrate good levels of coordination when using challenging apparatus in the garden and construct models with growing precision.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in creative development is generally good. The children respond well to their environment, join in with singing and paint and create models to express their feelings and ideas. There is less opportunity for the children to use a range of materials to further this aim. Children have good opportunities to explore colour and sound making equipment and express themselves well through imaginative role play.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Provide more balance between staff led and child initiated activities.
- Allow more choice and independence through the provision of varied and interesting resources for the children to explore and investigate.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*