

Yesodey Hatorah Community Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Yesodey Hatorah Community Nursery is an established provider of full day care for children in the early years age group from the Orthodox Jewish Community. The nursery is located in Yesodey Hatorah School in Stamford Hill. It is open from 8.30am until 4pm from Monday to Thursday and 8.30am until 3pm on Friday. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are grouped in three main areas, according to age, and have access to two secure outdoor play areas. Two groups of older children are based in classrooms in the main school and younger children in a separate crèche. The nursery employs 43 staff, all of whom are suitably qualified. There are currently 141 children on roll. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and fully inclusive setting for children of all ages. Children enjoy close relationships with others and develop a real sense of community. They are extremely well supported by staff as they progress towards the early learning goals. Staff prioritise children's well-being, ensuring that children are happy, healthy and safe. The nursery works effectively in partnership with both parents and the school to meet children's individual care and developmental needs. The manager encourages staff to reflect on their practice in order to continually improve their systems and consequently the outcomes for all children.

What steps need to be taken to improve provision further?

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

- extend the use of current observational assessment systems in order to provide a more enabling learning environment for children in the crèche and to ensure their individual learning needs are met effectively.

The effectiveness of leadership and management of the early years provision

The nursery's documentation provides an excellent framework for staff's practice. There are very good policies and procedures in place to ensure that children are safeguarded in the nursery. Staff are well trained in child protection procedures and know what to do if they have any concerns. Regular risk assessments of the premises are carried out in order to minimise any potential risks to children. Staff are vigilant in carrying out daily safety checks. A qualified first aider is always present in each area of the nursery. All records relating to children's health and safety are well maintained.

The manager enthuses staff through her organised approach. She monitors children's progress and is very involved in the planning of the educational programme. Consequently staff work effectively in teams to promote children's welfare and learning. They are able to access relevant training opportunities as part of their professional development. Their views are taken into account in a process of self-evaluation, leading to relevant action plans being collated to improve the provision for children. For example, children now have access to two attractively refurbished outdoor play areas and an excellent soft play facility. Plans for the future include the development of the planned play provision in the crèche.

Staff are deployed effectively throughout the nursery and high adult: child ratios are maintained. As a result, children often benefit from one-to-one attention and feel valued as individuals. Children are very well supervised and aware of their boundaries within the nursery. A variety of activities are set out for children in the classrooms and these are changed during the day in order to provide a wide range of learning experiences. Children have access to quiet areas, such as book corners, although the crèche rooms are somewhat limited in the provision of stimulating play areas for younger children. The outdoor play areas are used throughout the day to provide alternative learning experiences for all children.

There is an excellent working partnership with parents and carers. The nursery provides very useful information for parents about the nursery, and weekly updates in the form of colourful newsletters. Staff are innovative in their use of photographs and create exciting visual records of the various activities which children enjoy at nursery. Parents are actively encouraged to be involved in their children's learning. They contribute observations of their children at home and enjoy open days when they can join children in play. Parents express high levels of satisfaction with the care offered to their children. The nursery liaises closely with other professionals in order to offer extra support to children and this is particularly effective for those with special educational needs.

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

Children make significant progress towards the early learning goals in all areas. Staff are consistent in their practice, making excellent use of a comprehensive system of observational assessment to move children on in their learning. Children's developmental records are exceptionally well maintained and enable staff to plan relevant activities around each child's next steps of learning. Staff are adept at using the Jewish festivals to offer a variety of interesting activities across the six areas of learning. The more able children are extended effectively in their learning through a series of focused group activities planned by the nursery manager. Children with special educational needs and/or disabilities receive excellent support through the work of a special educational needs coordinator. The manager intends to develop the use of observational assessment systems within the crèche as, at present, these children are not observed as systematically as older children. In this way staff can better ensure that all children's learning needs are met effectively.

Children are encouraged to become active and creative learners. They particularly enjoy messy and creative activities, for example, having fun exploring shaving foam, sand, paint and collage. All children have good opportunities to investigate different materials and benefit from the support of staff who interact with them to enhance their play. Children become increasingly independent as they make choices from the resources and activities on offer. Staff are sensitive to children's needs and consequently flexible in their approach, allowing children to become absorbed in their play at times. Planned circle times offer children the opportunity to develop their use of language as they listen to stories, discuss ideas and join in songs. Staff reinforce children's learning effectively through revisiting themes and following up children's own interests. As a result children develop very useful skills for the future, especially in the key areas of literacy and numeracy.

Children have excellent opportunities to practise physical skills outdoors as they enjoy activities, such as climbing, riding and skipping. They learn about the local community on outings from the nursery and through visits from local people. All indoor and outdoor play environments are safe for children and staff ensure that children move safely between areas. Children gain much self-confidence. They are able to make their own decisions when participating in activities and feel secure in the setting. They are encouraged to respect others and make their own positive contribution to their group, for example, clearing away after mealtimes. Children show an excellent attitude towards learning, concentrating hard as they explore and investigate. They respond positively to staff and learn to behave responsibly. Very young children are well looked after in the crèche, eating and resting according to their individual routines. Children who have school lunches benefit from a healthy diet, including a wide a selection of fresh fruit.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
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	1

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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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