

# Yesodey Hatorah Primary Girls School

Yesodey Hatorah School, 153 Stamford Hill, LONDON, N16 5LG

<b>Inspection date</b>	27/02/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	3 Not Applicable
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy and busy within their welcoming environment. They demonstrate close relationships with their key person which supports them to feel safe.
- Children are developing positive self-care skills as staff encourage them to help serve their own food at lunchtime.
- Staff provide consistent and clear boundaries for children to help them understand acceptable behaviour and positive social skills, such as sharing and taking turns.
- Staff are establishing effective ways to promote continuous improvement.

### It is not yet good because

- Staff have not yet implemented the required assessment for children aged between two and three years.
- Staff do not provide consistent opportunities for parents to share information about children's learning at home.
- Children do not have many opportunities to use equipment that promotes their exploration and understanding of how to use technology resources.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside in the garden and soft play provision.
- The inspector and manager undertook a joint observation of children engaging in an adult-led activity.
- The inspector talked with staff and children from each room.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

## Inspector

Siobhan O'Callaghan

## Full Report

### Information about the setting

Yesodey Hatorah Primary Girl's School Creche registered in 2011. It is a privately run provision which is overseen by nominated personnel within the primary school. The creche operates from accommodation within the primary school. Children have sole access to two playrooms during the hours of operation. They also have access to the school's purpose built playground and to a soft play provision. The creche provides care for children whose

parents are teachers working in the school and also for families in the local community. The creche is situated in Stamford Hill in the London Borough of Hackney. The creche is open term time only and is closed for all Jewish holidays. The creche operates from 8.30am until 4.15pm. Children may attend on a part-time or full-time basis.

The creche is registered on the Early Years Register. There are currently 41 children aged from three months to three years of age on roll. The creche currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are 13 members of permanent staff working with the children alongside three administrators. The manager has a National Vocational Qualification at level 4 and half of all other staff hold relevant early years qualifications.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop systems to review children's progress between the age of two and three and provide parents with a short written summary of their child's development in the prime areas.

#### **To further improve the quality of the early years provision the provider should:**

- develop further children's understanding of technology to give children opportunities to explore equipment such as torches, transistor radios or karaoke machines
- develop further ways for parents to contribute to their children's ongoing learning and development assessments to create more shared learning opportunities.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The staff plan a variety of fun activities and experiences for children. Overall, these offer children appropriate experiences to support their steady progress across the seven areas of learning. Staff are currently developing planning and assessment systems well. Staff have worked hard to develop their monitoring and assessment systems and this helps to track children's progress. However, staff have not yet developed a system to carry out the two-year-old progress check. This is particularly important as there are a large number of children in this age bracket; some of whom are due to leave the creche in the near future.

As a result, systems to monitor these children's progress and to consult parents during these processes are not fully robust.

Staff demonstrate a sound knowledge and understanding of how to engage and promote children's learning through play. For example, when children enjoy energetic play in the garden staff encourage them to observe numbers in the outdoor environment and support them to count how many painted umbrellas they can see on the ramps. They provide them with challenges, such as climbing a rope ladder, help them to ride small tricycles and to climb up and down large play equipment. In the baby room, babies love to play on their small trampoline which is filled with balls. Even the youngest of babies demonstrate confidence as they learn to sit up with the aid of these resources. Staff are quick to offer babies praise and clap their hands to acknowledge their achievements. Babies receive this praise with delighted smiles and babbles. Children are developing competent physical skills and have enjoyable opportunities to develop mathematical concepts through their play.

Children arrive happily into the creche as staff welcome them warmly. They confidently join in activities as they are able to choose what they want to do. Even the youngest babies are able to move around their environment and choose what they want to play with. Teaching techniques are generally sound. Staff obviously know their key children well and make an effort to plan around their interests. Staff encourage children's language and communication skills through regular opportunities to share stories and conversations with their key person and friends. For example, children enjoy talking about what they are making with dough. They are excited to make pretend bread and offer some to their friends. Staff support children's developing vocabulary by asking them questions and encouraging them to talk about what they are doing.

Children enjoy experiences which support the development of their skills across the seven areas of learning. These experiences help children to develop essential skills for their future learning. For example, staff encourage children to listen and follow instructions during their daily routines. They are able to concentrate for small periods of time during adult-led activities and to develop self-care skills as they visit the bathrooms independently. However, there are limited opportunities for children to explore a variety of resources to support their understanding of technology. As a result, they do not fully understand how simple technology works, what computers do, and how they can use these safely.

Children who learn English as an additional language are well supported. Staff are able to speak in both English and Yiddish, which is spoken by the majority of children. Staff work well in partnership with parents and outside professionals to support children with special educational needs and/or disabilities. Children are developing positive social skills. For example, staff praise and encourage older children when they are able to share and take turns. Staff are positive role models to children, which teaches them to be polite and respectful to one another. Staff have established warm relationships with their key children and they enjoy spending time together. Staff value parents as the first educators of their children and encourage them to share their children's interests. Parents have access to their children's assessment records. However, there are not yet consistent opportunities for them to contribute their comments towards these. Not all opportunities are taken for a shared approach to learning between parents and key persons.

### **The contribution of the early years provision to the well-being of children**

The staff provide children with warm care and attention. Babies enjoy cuddles and demonstrate that they feel secure in their relationships with their key person. Parents are highly satisfied with the care their children receive. Their comments include, 'The staff are amazing they really know my baby and meet his individual needs so attentively.' Staff work in partnership with parents to gather information about children's individual needs and their home routines and they use this information to support a smooth settling-in process.

Children are developing their confidence and independence as they enjoy taking responsibility for some aspects of their own care. For example, they help themselves to food at lunch time and happily access their water bottles which are always available. Most children eat well and clearly enjoy the healthy meals that are offered to them. They are beginning to understand why they must wash their hands at appropriate times of the day to promote their health and well-being. All children have regular opportunities to engage in physical exercise, they enjoy a well-equipped playground and a purpose-built soft play area. This ensures that all children, including the babies, have opportunities to develop a healthy attitude towards physical exercise and learn why this is important to their health.

Children are polite and cooperate as they respond well to positive adult role models. Generally, the learning areas are well resourced. Children confidently choose from these resources and overall this supports their learning in all areas. Children are learning how to keep themselves safe. For example, while they play outside staff discuss with children the potential risks of running too fast down the steep ramp and to take care of their footing when climbing the rope ladders. However, staff also encourage children to take safe risks. The creche has established positive arrangements for children moving on to the school nursery which is usually just after their third birthday. The creche is on the school site so the children become familiar with the school environment and have opportunities to observe and mix with the school children. This helps to promote a smooth move to school.

### **The effectiveness of the leadership and management of the early years provision**

The creche manager and her staff team work closely with the administrators in the school to support the overall safe management of the provision. This is a relatively new provision; however, staff are already beginning to set themselves action points to bring about improvement. The managers are developing positive ways to monitor the educational provision offered to children. The creche staff have recently been working closely with local authority advisors to improve the quality of their planning and assessment systems. All staff demonstrate a positive attitude to new ways of working and clearly want to make improvements to benefit children. Overall, these systems are

developing well.

There are secure systems in place to safeguard children. All staff demonstrate an appropriate knowledge and understanding of the welfare requirements of the Early Years Foundation Stage. There are suitable recruitment processes in place to ensure that all staff are experienced and suitable to work with children. The creche managers do not allow any staff to work in the creche until all their suitability checks are back. Staff demonstrate a sound knowledge of safeguarding procedures and know what to do should they have any concerns about the welfare of children. Staff use regular risk assessments to maintain a safe and secure environment for children.

There are suitable systems in place to support the staff team's professional development. Staff are encouraged to access local authority training courses. Managers prioritise safeguarding and first aid training so that there are always staff with up-to-date knowledge. Staff demonstrate that they enjoy working in this provision and feel well supported by the management team. Consequently, staff work together well to provide a welcoming, safe and child friendly environment. The staff team has developed some positive partnerships with parents. There are suitable arrangements in place to signpost parents to outside professionals where children may require additional support. Discussions with parents demonstrate that they are happy with the care and learning opportunities available to their children. Parents say, 'My child loves it here and never wants to come home; this reassures me that they are happy and safe.' Staff use positive communication systems to keep parents informed about what events are happening in the creche. This includes weekly newsletters to parents. Nevertheless, staff do not yet involve parents effectively in their children's ongoing learning and developmental assessments to fully support shared learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

	meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY419251
<b>Local authority</b>	Hackney
<b>Inspection number</b>	747216
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	36
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Yesodey Hatorah Primary Girls School Trust
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02088 098 044

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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Piccadilly Gate  
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