

# Torah Vodaas Early Years Centre

Julian Headon House, West Hendon, Broadway, London, NW9 7AL

<b>Inspection date</b>	29/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff deployment during outdoor play is inefficient and does not guarantee that children are well supervised and kept safe.
- Staff are not sufficiently vigilant to promote children's safety and security outdoors as they do not check doors before allowing children to play outside.
- The risk assessment is not sufficiently robust as staff do not consider the layout of the outdoor play area and other potential hazards, such as boundaries.
- First aid equipment is not easily accessible to staff to enable them to treat children as soon as they possibly can.
- Staff do not provide sufficient resources and activities that reflect positive images of disability, gender, race and culture to help children develop a positive attitude towards diversity.
- Children do not receive consistent support to help them to understand the importance of washing their hands before eating meals, including at snack times.
- Staff do not help children to learn how to look after books so that they are maintained in good repair and fit for purpose.

### It has the following strengths

- Staff work well with parents to help new children settle into the nursery according to their individual needs and at their own pace.

- Children learn the benefits of a healthy diet through receiving a range of healthy snacks and also through discussions.

### **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### **Inspection activities**

- Inspector had discussions with the manager and the registered individual.
- The inspector observed the children during play and the staff's interaction with the children.  
The inspector sampled some documents, which included attendance register,
- policies, staff records and the assessment and observation reports. Also sampled the activity plans and the record of the risk assessment record.

### **Inspector**

Jennifer Liverpool

## **Full report**

### **Information about the setting**

Torah Vodaas Early Years Centre registered in 2013. The nursery operates from purpose-built premises in Torah Vodaas School in West Hendon, in the London Borough of Barnet. The nursery provides education for boys from the Orthodox Jewish community. The nursery uses two playrooms on the ground floor of the school and an enclosed play area. The nursery is open each week day from 8.45am to 2pm during term time.

The nursery is registered on the Early Years Register. There are currently 12 children on roll.

The nursery employs three staff, including the manager. Two of these hold qualifications at NVQ level 2 and 3. One member of staff is working towards a relevant early years qualification.

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

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

- ensure children's safety by having sufficient staff on duty outdoors so that children are well supervised and within sight or hearing of staff at all times
- strengthen security procedures for outdoors so that boundaries, fences and doors are secure to prevent children from leaving the main play ground unsupervised and entering unsafe areas
- improve the procedures for risk assessment outdoors by making sure that all areas children come into contact with are thoroughly checked and take action to minimise potential hazards
- keep a first aid box easily accessible at all times so that children can receive medical attention immediately
- ensure that children learn about diversity and difference by providing a range of resources and activities which represent diverse backgrounds and promote anti-discriminatory practice.

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

- help children to understand the importance of washing their hands at routine times by implementing hygiene procedures more consistently
- improve the maintenance of the books so that they are suitable for their purpose and more appealing to children

**Inspection judgements**

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

Staff establish children's starting points by obtaining information from parents about their children's development. They encourage parents to complete an initial assessment so that they have a knowledge of children's individual needs and abilities. Staff use this information as a starting point to observe and assess children's development from the outset. This enables staff to have a reasonably good knowledge of the children individual needs and to plan a suitable range of activities to support children's learning and development. Children generally enjoy their time at the setting and they become engaged in a sufficient range of play opportunities throughout the day because they receive

positive interaction from staff.

Children's communication and language skills are appropriately promoted because staff offer a range of opportunities that encourage children to gain confidence to talk, be listened to and to listen to others in group situations. Staff also help children to express their thoughts and ideas through asking children simple questions about their interests, home and family events. This helps children to begin to develop skills to express themselves. Younger children start to recognise symbols on their coat peg and, as a result of this, they know which peg to use for hanging their coats. Older children see and recognise their names in print on their art work. These opportunities help to prepare children for the skills they will need when they move on to school. Staff engage children in story time sessions by reading stories that are familiar to them and leaving out words so that children can join in. This helps to promote children's early literacy skills. However, the book area is untidy with books lying on the floor with some children stepping on the books. Also, some of the books are well worn with torn or missing pages and are therefore not appealing for children to use.

Staff provide appropriate opportunities and resources to help children show care and concern for others. For example, staff set up a hospital role-play area which is equipped with a bed, imitation stethoscopes, bandages, clip board and paper and medication packets and boxes. Children enjoy acting out real life experiences, such as caring for their sick friends and using a stethoscope to listen to their friend's heart beat. The manager also invited a doctor to visit the setting and talk to the children about how they can stay healthy. This helps children to find out about some of the work people in the community do. Children have opportunities to celebrate their birthdays and annual events, such as the Jewish New Year. Consequently, children are learning about their own culture and traditions. However, staff do not provide sufficient resources and activities to enable children to develop an understanding of diverse backgrounds, disability, other cultures and lifestyles.

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

The nursery's contribution to the well-being of the children is inconsistent. Staff do not thoroughly check the playground before taking children outside and the children are not adequately supervised when playing outdoors. On these occasions children are not helped to feel safe. In addition, weaknesses in the risk assessment process, supervision of children and the security of areas children use means staff do not adequately safeguard children's welfare and well-being. At other times, however, staff closely supervise children when they take part in physical activities in the soft play area indoors. They also quickly intervene if the children's play becomes boisterous and remind them that they could hurt themselves or others. Staff also support young children to hold the scissors properly and safely during an arts and crafts activity.

The nursery arrangements for settling-in are carefully organised to allow for a close relationship to form before the children start at the nursery. For example, the key person and the manager carry out home visits to meet with the children and their parents in

order to get to know the children. They also use this opportunity to work alongside parents to support the children during their move from home to nursery. Staff encourage parents to spend time with their children in the nursery during the settling-in period and until they feel that their children are ready to be left for the day. The staff encourage parents to bring in photographs of members of the children's family, which they use to comfort the children and help them to feel reassured. Children's behaviour is generally good. Younger children are learning to share and take turns during activities and games. Older children demonstrate cooperative skills as they pass the fruit platter to their friends at snack time and they also work together to link the train tracks.

The nursery is warm and clean which helps to promote children's wellbeing. However, children receive mixed messages about the importance of good personal hygiene. At lunchtime staff monitor children washing their hands and they also remind children to wash their hands after toileting and painting activities. However, children do not fully understand the need to wash their hands before eating snacks. This is because they are not encouraged or reminded by the staff to wash their hands before snack time. Later on in the morning children come in from the playground and help themselves to more fresh fruit without washing their hands. Children enjoy eating a selection of fresh fruits for snacks each day. They also learn about the benefits of healthy eating through activities and discussions about foods that are good to eat. Staff place a jug of fresh drinking water and cups on the table during the session and children help themselves to water when they need to. The nursery has appropriate storage facilities for the suitable packed lunches provided by parents so that these do not spoil. Children play outside and develop their physical skills on a daily basis. They use a suitable range of play equipment, such as tricycles, scooters, sit-and-ride cars and balls. Children also have access to a soft play area indoors where they crawl through tunnels, walk up soft steps and jump on a trampoline to practise and develop their physical skills.

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

Children's safety and security is compromised. This is because the risk assessment process is not robust and staff do not thoroughly check the playground before allowing children to play outdoors and do not supervise children effectively when they play outdoors. The manager organises the staff rota so that there are sufficient staff on duty to look after the children throughout most parts of the day. However, the deployment of staff when children play out in the playground is ineffective. This is because one member of staff is not able to have a full view of nine children playing in a large playground, particularly in blind spot areas, such as the external side door. Therefore, children are not well supervised outdoors as required. During the inspection, the children frequently used the ramp to ride their scooters and cars. However, the door at the top of the ramp was left wide open putting children at risk of entering another playground unsupervised. In addition to this, children's safety was also put at risk as they had easy access to the car park because the barriers surrounding the car park were left open. This is a breach of the welfare requirement.

Staff have a sound understanding of the signs and symptoms of abuse and neglect and know what to do if they have any concerns about a child, including the procedures for making referrals. Staff are also aware of the steps to take if an allegation is made against a member of staff. This means that the procedures for child protection issues are adequate. The leader and manager have put in place suitable recruitment and vetting procedures to help ensure that children are cared for by suitable adults. There is always a member of staff trained to administer first aid to children both within the setting and in other sections of the school. However, staff do not have access to a first aid box in the room as it is kept in the office located on the far side of the playground. This means that children do not receive immediate treatment when they sustain an injury in the room.

The manager keeps all mandatory records that contribute to children's general well-being and the management of the setting in place and suitably maintained. For example, children's personal records contain sufficient details to enable appropriate care to be offered, such as children's dietary requirements and their parents' emergency contact details. The staff receive support from the manager via supervision and they are encouraged to attend training to help raise the standard of learning for the children. The manager actively seeks advice and support from the local authority to help guide the staff to implement systems for the planning and delivery of the early years curriculum. In the main, children are making satisfactory progress in their learning and development. Although the nursery only opened a few months ago, the manager has already started to evaluate the provision and is aware of some of the weaknesses of the setting. The manager is keen to improve the use of the outdoor area as a learning environment for the benefit of the children.

The setting's partnerships with parents are sound. Staff complete communication books to exchange information with parents about children's care routines and general wellbeing. Staff also keep parents informed about their children's learning and development. Parents have access to children's profiles and they have started to make written comments to contribute to their child's assessments. The manager provides parents with monthly newsletters so that parents are kept informed about activities that they can do at home with their children to support their learning, any change to the provision and forthcoming events. The manager and staff demonstrate that they value parents' contributions as a suggestion box is made available to parents to encourage them to express their views about the provision for their child. The manager demonstrates an understanding of the importance of forming links with other settings that children attend to maintain continuity of their learning and development.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	EY471770
<b>Local authority</b>	Barnet
<b>Inspection number</b>	952610
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Torah Vodaas Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07817305337

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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, which are usually the childminder's 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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