

Yesodey Hatorah Primary Girls School

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

Inspection date	30/01/2014
Previous inspection date	27/02/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
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

- The provider does not ensure that adult to child ratios are not met at all times and staff are not always well deployed to meet children's needs. These weaknesses compromise children's safety and have a significant impact on the provision for babies.
- The provider does not meet the safeguarding and welfare requirements for staff qualifications for the youngest children. The named deputy does not meet the criteria to take charge in the manager's absence, thus compromising children's safety.
- Staff hygiene practices are unsatisfactory. These compromise children's health and well-being. Staff do not teach children good hygiene routines either.
- Staff do not manage children's behaviour consistently, which hinders children's personal, social and emotional development.
- The quality of teaching is inconsistent which means children are not challenged sufficiently during activities in order to help them progress adequately.
- The staff team's communication and language teaching is variable which means that children do not make sufficient progress in this important area of their development.
- The provider does not make sure that there are sufficient resources outdoors to cover all areas of learning. As a result, all children are restricted in their outdoor play.
- The evaluation system does not identify all weaknesses to drive improvement.

It has the following strengths

- Staff have positive relationships with parents, keeping them informed of activities.

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

- The inspector observed the children's activities and the staff team's interaction with them.
- The inspector held meetings with the manager, deputy manager and staff.
- The inspector examined a sample of documentation including children's records, planning documentation, staff records and some policies and procedures.
- The inspector spoke to some parents and took account of their views during the inspection.

Inspector

Yasmine Hurley

Full report

Information about the setting

Yesodey Hatorah Primary Girl's School crche registered in 2011. It is a privately run provision which is overseen by nominated personnel in the primary school of the same name. The crche operates from accommodation in this primary school. Children use two playrooms during the hours of operation. They also have access to the school's purpose-built playground and to a soft play area.

The crche provides care for children whose parents are teachers working in the school and also for families in the local community. The crche is situated in Stamford Hill, in the London Borough of Hackney. The crche is open term time only and is closed for all Jewish holidays. The crche operates from 8.30am to 4pm. Children may attend on a part-time or full-time basis. The crche is registered on the Early Years Register.

There are currently 40 children aged from three months to three years on roll. The crche currently supports a number of children who speak English as an additional language. There are 14 members of staff working with the children. Of these, seven 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:

- improve staffing in the baby room to so there is at least one member of staff for every three children under the age of two years at all times and that at least half of all staff working with babies hold a full and relevant level 2 qualification and have received training that specifically addresses the care of babies, in order to meet required adult to child ratios and to meet children's needs
- ensure that there is a named deputy who is qualified to take charge in the manager's absence by understanding how to implement the requirements of the Early Years Foundation Stage
- develop the systems for risk assessment to cover all hazards for children, with particular regard to hygiene
- promote the good health of children by maintaining a clean floor in the baby room at all times; ensuring that children wash their hands before participating in all food activities and keeping the outdoor equipment and resources clean for children's use
- ensure that children's behaviour is consistently managed through the staff team using age appropriate strategies and techniques consistently
- improve the planning and organisation of activities to provide interesting and challenging experiences that consistently meet the needs of all children, based on their interests, stages of development and differing styles of learning, including making use of the daily routine for learning experiences
- develop the staff team's teaching skills and questioning techniques, in order to provide children with more challenge as they play either by themselves or in group situations, so extending their vocabularies and encouraging them to think
- develop the outdoor play space to support children's play in all the required areas of learning and development, in order to help all children, but particularly those who learn best outdoors, to make adequate progress
- foster a culture of continuous improvement by developing the self-evaluation system to identify and overcome key weaknesses of provision, through drawing up an action plan that details how such weaknesses will be addressed, including time scales for achieving its aims.

Inspection judgements

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

The crche caters predominantly for children who speak Yiddish. Staff use a mixture of English and Yiddish with the children during the day. This helps children to learn English as an additional language for their eventual move to nursery school.

Staff's knowledge of observations and assessment processes has developed and there are, overall, satisfactory recording systems in place. However, these records are not used effectively in identifying children's interests and providing for their individual learning needs. Staff have a system for assessing and completing the progress check for two-year-old children. They share this with parents to keep them informed of their children's progress in the three main areas of learning. Staff encourage parents to be involved in their children's learning in various ways. For example, through daily information sharing and one-to-one meetings with key persons that encourage parents to share what they know about their children's on-going development. This means staff can use this information in their planning. Parents are provided with information regarding how learning can be continued at home also.

Staff provide children with a choice of suitable play opportunities in which children use their imaginations as they enjoy messy play and pretend to cook when in the home corner. However, the organisation of planned activities is ineffective; for example, children watch staff make the cookie dough for 'Rosh Chodesh' but do not participate in making the dough. They become bored while merely watching the staff prepare the dough with nothing to do. This does not support active learning. When children are eventually given a piece of dough to shape cookies themselves they do so quickly. Overall, children spend very little time in purposeful activity so teaching is unsuccessful because children learn little. There is no planned extension or challenge provided as part of the activity either. The staff do not adapt the activity to suit the varying abilities of the children, so children are not excited or enthused by it. Consequently, children make insufficient progress. This does not prepare children for the next stage of their development by giving them positive attitudes towards learning.

Staff generally use appropriate teaching skills to support children's language and communication skills in routine daily activities. For example, children enjoy singing familiar songs and staff share songs in their home language. However, the quality of teaching is inconsistent as there are missed opportunities to extend children's language skills further. For example, some staff do not use good questioning techniques during children's play to develop children's vocabularies and encourage them to think. Some staff have poor interactions with children, especially in the baby room. They often talk over the children's heads which does not help these youngest children to develop their early communication skills. This does not help the youngest children make progress in their communication and language development.

Children enjoy physical activities both indoors and outdoors and in all weathers. However, the outdoor area is not sufficiently developed to encourage and promote all areas of

learning for children of all ages. As a result, staff do not provide suitably challenging experiences for children who have active learning styles and like to be outdoors. Babies and toddlers enjoy playing in the enclosed ball pit and building towers with wooden bricks. They explore their surroundings as they move around the room, showing confidence to do so.

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

Not all children's needs are met. The adult to child ratios are not met and there is poor deployment of staff. In addition the management use too many unqualified staff in the baby room. Consequently, the provider cannot ensure that the needs of babies are met in order to help them feel secure and make suitable progress. There is a key person system in place and, parents complete 'All about me' forms. These systems provide staff with information about the children's home environment, interests and likes and dislikes, which helps the settling in process.

Children's behaviour varies. Sometimes it is unacceptable. This happens when children become bored because staff do not plan and provide activities that capture their interest and are appropriate for their levels of development. Consequently, behaviour deteriorates and, for example, children throw toys randomly around the room. This does not help children learn. Staff teach children about road safety and fire drills take place so children are aware of what to do in an event of an emergency.

Staff go some way to helping children learn about healthy lifestyles. Children enjoy the healthy and home-made meals provided by the school, which take account of their dietary requirements and allergies. Children wash their hands and are taught about good personal hygiene routines. Unfortunately, staff are not consistent in their expectations for these routines. For example, children roll on the floor prior to moulding the biscuit dough and are not encouraged to wash their hands. Staff do not always wash their hands when they should either. Flooring in the room used by the youngest children is not sufficiently clean. These weaknesses have the potential to promote cross-infection. Outdoor resources and equipment are not clean and ready for use because these have been lying around outside in all weathers and have not been wiped. providing such resources does not encourage children to understand the importance of cleanliness. This poor practice compromises children's good health, placing it at risk.

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

Leadership and management of the provision are ineffective. There is poor monitoring of the safeguarding and welfare requirement and the learning and development requirements of the Early Years Foundation Stage by the management team. Consequently, the provider fails to ensure all requirements are met.

The inspection was brought forward as a result of information received by Ofsted that

minimum adult to child ratios were not maintained for the children aged under two years at the crche and that staff were using mobile phones whilst they were caring for children. At this inspection, the inspector found that on the day of inspection the deployment of staff in regard to staff to child ratio requirements were not always met in the 'baby room' for the children aged under two years in order to meet their needs. This is a breach of legal requirements that has a significant impact on the provision for babies, so their needs are not always met, and has the potential to compromise their safety. The management was unable to supply evidence that staff to child ratios have been met for the children aged under two years in the past because no appropriate records are kept to demonstrate this.

Staff have a suitable understanding of what they need to do should they have any child protection concerns regarding a child in their care. Management attend regular relevant training and know how to report concerns and seek support when needed. The management has a written safeguarding policy, which covers the use of mobile phones and cameras in the crche. Posters are displayed too giving information about their use for all to read. These actions help protect children's welfare.

All policies are shared with parents, so they know the expectations for their children. Staff carry out risk assessments including use of regular checklists to identify and remove any hazards to children, so children play in safe environments. However, these risk assessments are ineffective overall, because staff do not follow the procedures to maintain children's good health. Children's good health is compromised as a result.

Overall, management has insufficient understanding of the learning and development requirements. Staff do not plan activities that are interesting, challenging and that meet all children's needs. This weakness results in some children making poor progress in their learning and development. In addition, the provider has not ensured there are sufficient qualified staff working with children in the baby room, to meet requirements or that a named deputy in place who is sufficiently capable and qualified to undertake that role in the managers' absence. These are breaches of the statutory requirements.

The management's systems for self-evaluation are in their infancy. Management has sought support from the local authority's early years advisors in regard to working on the action points raised. However, this system is ineffective because it does not identify and address several key weaknesses in practice that breach legal requirements. This demonstrates weaknesses in the capacity to drive improvement.

The crche staff have established sound relationships with parents and carers. Staff talk to parents at the beginning and end of each day to exchange information about the children's welfare, such as sleeping and eating routines. These communications go some way to meeting children's care needs. In addition, staff provide the same information through the daily communication books that go home, so other adults who do not come into the crche may read this and be kept up to date with what their children are doing. Parents speak positively about the crche and comment on how their children are happy and all staff are friendly. Staff are aware of the need to work in partnership with any other agencies or other early years settings other than those on site, if the need arises.

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

Unique reference number	EY419251
Local authority	Hackney
Inspection number	924699
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	40
Number of children on roll	40
Name of provider	Yesodey Hatorah Primary Girls School Trust
Date of previous inspection	27/02/2013
Telephone number	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, 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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