

# Yesodey Hatorah Primary Girls School

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

<b>Inspection date</b>	08/07/2014
Previous inspection date	30/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	4
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## The quality and standards of the early years provision

### This provision requires improvement

- Staff promote children's sense of self and celebrate their achievements. This means that staff promote children's identity and emotional well-being soundly.
- There are strong relationships between staff and parents. Secure systems to share information mean that staff support children's learning and development effectively.
- The leaders and managers have a sound drive for improvement; they have worked hard to put in place secure actions to overcome weaknesses, and these are steadily improving outcomes for children.

### It is not yet good because

- Managers do not ensure that all staff use risk assessments fully to identify and reduce hazards associated with unclean resources within the environment.
- The organisation of circle time results in some younger children some children losing interest, affecting their learning experiences.

## 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 children and staff's interactions with them in the inside and outside areas.
- The inspector conducted a joint observation with the deputy manager.
- The inspector sampled a range of policies and documents including children's learning records and staff's vetting checks.
- The inspector spoke to children, parents and staff.
- The inspector held meetings with the manager and provider.

## Inspector

Naomi Hillman

## Full report

### Information about the setting

Yesodey Hatorah Primary Girls School registered in 2011. The creche is registered on the Early Years Register. It is a privately run provision which is overseen by nominated personnel in the primary school of the same name. The creche operates from accommodation in the school situated in Stamford Hill in the London Borough of Hackney. Children use two playrooms and have access to the school's purpose-built playground and soft play area.

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 open from 8.30am to 4pm each weekday during term time only and it is closed for all Jewish holidays. Children may attend on a part-time or full-time basis. There are currently 41 children aged from three months to three years on roll. The creche currently supports a number of children who speak English as an additional language. The creche employs 15 members of staff and of these, seven hold relevant early years qualifications at levels 2 and 3.

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

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

- improve the use of risk assessments to identify and minimise risks related to the cleanliness of resources to safeguard children's well-being.

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

- review the organisation of group times to more effectively support younger children's learning and development needs.

## Inspection judgements

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

The children enjoy their time at the creche. They move confidently through the rooms and outside areas. Suitable resources that cover the seven areas of learning are organised so that children and babies can help themselves, enabling them to play independently. Staff show a sound understanding of how to promote the learning and development of young children. They respond to children's interests and help them to explore the environment. They use simple words in context to help babies develop their language and communication skills. For example, when babies show an interest in bottles of bubbles, key persons show babies how to blow and use the words 'bubble' and 'blow' to describe

what the babies are doing.

Staff use different opportunities throughout the day to teach and to help children learn. For instance offering them choices that help develop their understanding of colours such as 'do you want the yellow or the blue ball?' Key persons join in with children's games, talking to children as they play, for example using mathematical language in context. They ask children whose ball has gone the highest or longest distance during a throwing game. As a result all children are generally working comfortably within the typical range of development expected for their age, taking into account any special educational needs and/or disabilities.

Key persons routinely make observations of children as they play. They use these to plan to meet children's individual learning and development needs. Key persons know their children well and are able to describe their individual characters and their current stages of development. Staff complete the required progress checks for two-year-olds and ensure that any individual needs are identified in a timely manner and suitable interventions sought to minimise any potential achievement gaps.

The staff plan for and resource the environment to provide appropriate experiences that meet the needs of children. Staff organise daily routines to meet the different needs of younger babies and the two- to three-year-olds. However circle times in the toddler room, while enjoyed by the children initially, go on for too long for younger children. This means some children lose focus and some learning opportunities are missed. On the whole children are showing suitable levels of concentration and are engaged learners.

Children at the nursery speak English and Yiddish. Some children speak only Yiddish, some speak only English, and some speak both languages. Staff support children who are learning English as an additional language well. They do this by speaking first in English and then using the children's home language if they do not understand, then restating the word in English to promote children's speaking and communication skills. While staff speak in English to children for the majority of the time, they use Yiddish to teach the religious parts of the curriculum. This reinforces children's sense of identity and helps children get ready for school, as again the religious parts of the curriculum will be taught in Yiddish. Children's progress in the prime areas ensures that they are developing the skills they will need for school or the next stages in their learning.

Parents are welcomed into the creche and sound systems support engagement with all parents. Parents contribute to children's starting points and play an active role in the completion of the progress checks. They work in partnership with key persons to agree next stages of learning and identifying any strengths or additional needs for their child. Parents are kept well informed of their child's progress through daily conversations and a system of link books. The key persons complete these daily and parents write in them weekly, ensuring a good flow of information between the creche and home. Parents report that staff help them with suggestions and ideas about how to encourage their children's learning and development at home. The key person system helps staff to ensure that children's additional needs are identified and suitable and interventions are put in place to support them appropriately.

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

There is a sound key-person system that helps children form secure attachments. Key persons show a good understanding of how to support children's emotional development and promote their confidence and independence. Key persons help children to form relationships with the other children and staff as they settle into the creche. There are warm relationships between staff and children. The staff support children's behaviour by acting as positive role models, thereby helping them to develop personal and social skills as they play and learn together.

There are sound systems in place for promoting children's identity and emotional well-being. Staff encourage parents to send in Mitzvah or good deed notes. These record a child's new skills or acts of kindness. The staff share these with children in circle time and they then display them on the wall. Children clearly feel proud and excited as their achievements are shared with their friends. Staff make sure they include all children, mentioning children's achievements from the day, for children who do not have notes from home. This promotes children's self-confidence and their motivation to develop new skills.

The provider ensures all staff are suitably vetted to work with children. Staff understand safeguarding policies and practices. They know the signs and symptoms that may indicate a child is at risk and who to go to with concerns to help keep children safe. There are suitable systems in place to manage children's dietary and health needs. Daily registers help staff to ensure ratios are maintained and children's well-being is promoted.

The environment is suitably resourced, both in and out of doors. Rooms are well organised and resources are accessible to children so they can help themselves. Children move around freely between activities as the organisation of the environment promotes their independence. Staff provide lots of opportunities for children to develop their independence and self-care. As a result, children are developing the skills to manage their own personal needs relative to their ages. Children have regular daily access to the outside area and lots of opportunities to develop their physical skills using a soft play area, trampolines and ride-on toys. Therefore, children benefit from plenty of opportunities to take physical exercise.

Children are emotionally prepared for the time when they move between rooms at the creche and when they go on to the school nursery. This is because key persons make visits with children to help them get used to the new room and key workers. Key persons also ensure that children's learning records and summative assessments are given to their new key workers, so that their stages of learning and development and individual needs are well understood.

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

The managers and leaders have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. The manager uses the Infant Toddler Environment Rating Scales and observations of staff practice to ensure that the education programmes cover the seven areas of learning and development. New processes for observing and planning for children's individual learning needs have been introduced by the manager. As a result, key persons have a sound picture of each child's stage of development and their next steps in learning. The managers' monitoring and assessment of children's learning and development records mean she has a broad overview of each child's abilities and progress. The manager is in the process of implementing systems to track children's learning and development from entry into the creche. This has just begun in the toddler room and is in the process of being implemented in the baby room. The manager plans to use this information to provide an overview of all children's progress and identify any trends or groups of children who may need additional support.

The managers and leaders have a clear understanding of the safeguarding and welfare requirement of the Early Years Foundation Stage. They have put in place a suitable safeguarding policy and ensure staff understand and implement it. There are secure systems for the recruitment and vetting of staff to ensure they are all suitable to work with children. Systems for performance management are in place and all staff have access to suitable training to enhance their professional skills. There are developing systems for the regular supervision of staff and annual appraisals are carried out to monitor their performance regarding the care and education of the children.

Managers ensure staff carry out daily risk assessments, checking the indoor and outdoor areas each morning. Overall these checks mean that the environment is safe and risks are minimised. However, during some staff absences these checks are not always thorough enough to make certain that all toys in the baby room are suitably clean; this is a breach of legal requirements. This is not a regular occurrence and does not have a significant impact on children's well-being. Nevertheless it indicates that leaders and managers do not ensure that all staff share a sense of responsibility for maintaining the environment to safeguard children's welfare in their absence.

The managers and leaders have a strong drive to improve their practice. They have worked closely with their local authority early years advisors and the majority of actions to overcome weakness and improve practice have been successful. The self-evaluation process seeks the views of staff and parents and there are developing systems to seek the views of children. The managers and leaders have a sound overview of the creche's strengths and areas for development. They are consistently working towards developing and improving practice to support children's achievements.

Partnerships with parents are strong and information about children's learning is effectively shared. Leaders and managers have secure relationships with outside agencies and this ensures they are able to identify and meet children's needs so that children receive the appropriate intervention and support they need to make progress.

## 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>	EY419251
<b>Local authority</b>	Hackney
<b>Inspection number</b>	965360
<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>	30/01/2014
<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, 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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