

# Torah Vodaas Early Years Centre

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

<b>Inspection date</b>	19/09/2014
Previous inspection date	29/01/2014

<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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and content in their environment. Caring and supportive staff offer good levels of support as children settle well into nursery life.
- Staff provide a safe and challenging play environment, particularly outdoors, which encourages children to make choices and enjoy different types of play activities.
- There are suitable arrangements in place for safeguarding children, all staff have completed appropriate training and demonstrate that they understand the procedures to follow in the event of an emergency.
- Partnership with parents and carers is strong and, as a result, children settle smoothly into nursery life.
- The manager demonstrates a proactive approach to making changes in the setting and supporting staff training and professional development. There are effective systems in place to evaluate practice and initiate ongoing improvements.

### It is not yet outstanding because

- Staff do not make resources available to enhance children's understanding of technology so they can freely explore and learn about how things work.
- Staff do not encourage children to develop their independence further through daily routines, such as snack times.

## 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 engaging in activities inside and outdoors.
- The inspector spoke to staff and parents.
- The inspector sampled a range of documents, including records relating to children and staff.
- The inspector held discussions with the manager.
- The inspector invited the manager to complete a joint observation.

## Inspector

Samantha Smith

## 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 weekday from 8.45am to 2pm during term-time only. The nursery is registered on the Early Years Register. There are currently 17 children on roll. The nursery employs three staff, including the manager, of which, two staff hold qualifications at NVQ level 2 and 3. Currently, one member of staff is working towards a relevant early years qualification.

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

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

- further develop opportunities for children to develop their independence skills through routine activities, such as snack time
- improve the provision of resources to promote children's understanding of technology, by making these more accessible to them.

## Inspection judgements

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

The learning environment is well organised by staff, who provide children with a range of interesting activities across most areas of learning. As a result, children enjoy their time at nursery, as they engage purposefully in their play. For example, children enjoy spending time in the book area, which has been attractively set out with a range of books and soft cushions. They take pleasure in listening to stories and they independently select books for themselves. Children have opportunities to be creative, as they use materials such as play dough, paints and other malleable resources. They engage in small-world play and role-play activities in the home corner. They show off their imaginative skills as they play with the construction resources to make models other creations. However, resources to enhance children's understanding of technology are not easily assessable to enable them to explore and experiment with these independently. Staff promote children's communication skills well. For example, they encourage children to engage in discussion and share accounts of events and talk about children's home life. Most staff ask useful questions to help children think for themselves and give their time to share their thoughts and ideas. This demonstrates the staff's understanding of promoting children's early communication concepts as they talk, and listen to them.

Overall, the quality of teaching and learning is good. Staff demonstrate that they have a clear understanding of their roles in supporting children's learning. The quality of observations and assessments on children are good and staff are beginning to identify children's interest and abilities as they regularly observe children at play. Previous profile records show how well staff monitor children's progress over time and there are good systems in place to identify gaps in children's learning.

Children have many opportunities to learn about their own culture and traditions and that of people from different backgrounds and communities. They have access to various resources such as puzzles, small-world people and displays that depict people from different lifestyles. Staff further aid children's understanding through thoughtfully planned outings, various events and celebrations. In addition, there are suitable arrangements in place to help children with special educational needs and/or disabilities to close gaps in their learning and development.

A strong ethos of the nursery is their partnership working with parents. This outlook is established right from the beginning when a child starts at the nursery and continues throughout their placement. For example, planned home visits provide an opportunity for staff to gather information from parents and to see children in their own environment. During their children's placement, staff invite parent to look at their children's profile books and attend progress reviews throughout the year.

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

Staff provide a welcoming, child-friendly environment where children are happy and well settled. There is an effective key-person system in place to support children's physical and emotional well-being and foster good partnerships with parents. Staff use the information gathered from parents to prepare for children attendance at nursery. This supports the smooth transition as children settle quickly into nursery life.

Ratios are well maintained and staff are appropriately deployed throughout the nursery. This includes ensuring that qualified first aiders are accessible and able to administer basic first aid in the event of an emergency. Parents are informed immediately of any accidents.

Staff have a good understanding of their responsibilities to keep children safe from harm and are confident to follow procedures to report any concerns they may have. This creates a positive environment for children to learn and thrive. All staff have completed safeguarding training and staff, and management are aware of the procedures to follow if they had concerns regarding a child's welfare. Since the last inspection, the nursery has significantly improved the safety of the garden. Detailed risk assessments demonstrate the action taken to identify and minimise potential hazards. In addition, staff carry out daily checks of the outdoor area and equipment to further promote children's safety and well-being. As a result, children play in a safe and healthy learning environment.

The indoor learning environment is organised to enable children to self-select activities

and direct their own learning. As a result, children develop independence and self-confidence. However, there are missed opportunities for children to further their independence skills at snack times. For example, children do not take part in the snack preparation neither do they serve themselves or are encouraged by staff to try to pour their own drinks.

Staff demonstrate a secure understanding of their role in managing children's behaviour. They help children to feel valued and respected as they begin to establish themselves in their new environment. As a result, children's behaviour is good and they are beginning to develop a sense of belonging as they become more familiar with the daily routines. Staff offer good levels of encouragement to children as they gain new skills to improve their future development. For example, staff encourage children to make choices for themselves and guide their own play, as they become more familiar with their environment, and with toys and resources. They encourage children to develop their social skills as they learn to share resources, become part of a group, and participate in activities together.

Staff promote children's health well. They provide healthy and nutritious snacks that are reflective of their cultural backgrounds and drinks are freely available to children. Children's bring their own lunches from home, which staff store appropriately.

Children have regular opportunities to engage in physical activities, as outdoor play features are a regular part of their daily experiences. The outdoor environment incorporates the areas of learning well, providing a range of age-appropriate activities and resources. Consequently, children thoroughly enjoy using the outdoor space to build on their learning. For example, children have opportunities to practise their climbing skills on the various large apparatus available. They use the wheeled toys as they maneuver their way around the garden safely. They have access to mark making, a home corner, dressing up and construction toys, which they use freely to support their play. They showed great enjoyment as they explored shaving foam and experimented with malleable materials such as play dough and rice.

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

The manager takes effective charge of the nursery. She has a clear vision for the nursery and she is well supported by the headmaster of the school towards achieving a high-quality environment for children to learn. They demonstrate a clear understanding of, and are meeting the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. They drive improvement through a clear comprehensive evaluation system that promotes positive outcomes for all children. Additional improvements have strongly focused on staff training in a range of areas including safeguarding. All staff demonstrate that they are confident to deal with any safeguarding concerns that may arise. This demonstrates the nursery's commitment and strong capacity to maintaining continuous improvements.

The manager effectively monitors children's learning and development files, in order to check and maintain the quality of the educational programmes. She regularly discusses children's progress with staff, to ensure the records are a true reflection of children's development. A comprehensive monitoring system enables her to gain a full understanding of children's progress. This is evaluated and staff are informed of any areas of learning that need enhancing. This means that staff can quickly identify and address gaps in children's learning.

There are robust recruitment procedures in place to ensure that all staff are suitable to work with children. This is followed by a strong induction and mentorship programme to help staff understand their roles and responsibilities. There are individual training opportunities for all staff, which the manager regularly reviews. The manager actively supports staff's continuing professional development. As a result, there is an effective system in place for staff supervision and professional development.

There is a strong emphasis on developing secure partnerships with parents and other professionals. The manager uses a comment box to collect the views of parents. Staff communicate with parents through daily exchanges of information and by using a communication book. All parents spoken to during the inspection are very happy with the care and education provided and highly recommend the nursery to others. The nursery is based in a school setting and there are good relationships with staff in the school. This promotes continuity of care for children and aids the smooth transitions as they move into the school environment. Partnerships with others are robust. The manager works closely with the local authority to secure training opportunities and to target any areas for improvement.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	965416
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Torah Vodaas Limited
<b>Date of previous inspection</b>	29/01/2014
<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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