

Lubavitch Nursery

107-115 Stamford Hill, London, N16 5RP

Inspection date

07/01/2015

Previous inspection date

03/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff give priority to protecting children. They attend regular training courses and know what to do if they are concerned about a child's well-being.
- Staff know the children well, they plan activities that interest and motivate them to learn, so that all children make good progress in their learning and development.
- Children settle well when moving to the next stages of their learning because staff have developed strong communication links with local schools.
- The manager takes good account of the views of staff, parents, professional advisers and children when deciding what could be improved at the nursery.

It is not yet outstanding because

- Children do not always have access to resources and activities that represent the diversity in their home languages and in other people. This limits the support they receive to reflect on their similarities and respect differences.
- Staff have not fully established ways of encouraging and inviting new parents to be more involved in sharing information and following the nurseries policies and procedures from the outset, to provide consistency.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four group rooms and outside play areas.
The inspector spoke to members of staff and children at appropriate times during
- the inspection and held meetings with the manager and registered person of the provision.
- The inspector carried out a joint observation with the manager during lunchtime in the toddler and pre-school group rooms.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, staff suitability records and policies and procedures.

Inspector

Catherine Greene

Full report

Information about the setting

Lubavitch Nursery registered in 1984. It operates from three rooms situated in the basement and one on the ground floor of a three-storey school building in the London Borough of Hackney. The nursery is open each weekday from 8.30am to 4.30pm for 46 weeks of the year. Children can attend for a variety of sessions. Staff run an occasional holiday play scheme. Children share access to a secure, enclosed outdoor play area. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are currently 93 children on roll in the early years age range. The nursery has close links with its associated primary school, and Children's Centre. Children come from a wide catchment area, as the nursery serves the Orthodox Jewish community. Staff support children with special education needs and/or disabilities, as well as those who speak English as an additional language. It employs 27 staff. More than half the staff hold appropriate early years qualifications. In addition, members of staff are currently undertaking further training for Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance opportunities and resources that help children to develop positive attitudes to diversity and extend children's understanding of their own cultures, those of other people and other communities
- extend opportunities to share more about the setting's policies and procedures with new parents to establish these from the outset, so that staff and parents can work together to fully embrace partnerships and provide consistency for all children.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage. They plan activities that are fun and are enthusiastic as they encourage children to learn through play. As a result, children are absorbed in their play and learning. Staff assess children's development and complete the required progress check for children aged two. Their assessments of children's progress are accurate and provide a clear overview of what children can do and identify any gaps in their learning. This enables staff to tailor additional support for children to ensure they make progress and close any gaps identified in their learning. Consequently, children are gaining the key skills they need to support

their future learning and are well prepared for school.

Staff in all rooms provide children with a good balance of child-initiated and adult-led activities to support learning. The effective use of small group activities teaches children to be part of a group, develop confidence and self-esteem and work collaboratively. Children make good progress at their pace and enjoy all the activities provided. Babies and children demonstrate high levels of independence as they move around the indoor and outdoor environment and select their own choice of toys and equipment. Each child's key person observes their activities carefully and uses the information to plan challenging learning experiences that build on what they know and can do. Staff use specific resources or activities related to children's individual children's needs to encourage them to participate in a wider variety of learning experiences. However, resources and activities do not fully reflect all children's individual home lives in everyday play experiences. There are few resources and activities to represent and reflect a diverse society to enhance children's understanding of difference.

Staff skilfully use a range of effective techniques to encourage children's language and communication, which have a positive impact on the progress children make in this area of development. Staff use skilful questioning to create opportunities for children to think through and respond to questions during planned activities. Children who speak English as an additional language also receive good support from staff. This is because the staff speak and learn key words in the children's home language. They also use signs to support children's communication skills, alongside supporting their learning of English as they play. Staff support children with special educational needs and/or disabilities because they have good understanding of children's individual needs. Staff are developing their confidence in working with other professionals to agree individual education plans. Parents are fully included in order to set realistic targets to help children progress and reach their full potential. Staff provide important information for parents in the newsletter that includes the signs used with children so that parents can use these at home. Children in all rooms enjoy sharing books with staff and like independent reading. Staff use visual aids, such as number lines, puppets and props to extend children's enjoyment of story sessions.

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

Staff have strong bonds with the children and are enthusiastic and positive in their interactions. This supports children's sense of security and belonging. As a result, children separate well from their parents as they arrive at nursery. Staff sit with young babies on the floor to encourage their participation. This supports children's emotional well-being effectively.

Staff understand the importance of creating strong relationships with children and their families. The key person liaises closely with parents to obtain details of children's individual routines. This helps new children to adapt quickly as they make the transition from home to nursery. However, staff do not always explain the expectations for following all of the nurseries procedures from the outset. This includes providing food and drinks from home that is not encouraged at nursery. This means that for some children the

messages are inconsistent.

The nursery is very welcoming for children and parents. Staff organise the rooms so that the resources are easily accessible. This enables children to make their own choices about their play. A clear strength of the nursery is how staff promote children's independence particularly during lunchtimes. Children sit together very well and enjoy the social aspect, engaging in conversations with other children and staff. Staff talk to children about foods that are good for them and foods that are not. In addition, staff support children's personal, social and emotional development very well. Children including some of the youngest children are proud to be the helper when they serve lunch and snacks for other children. This enables them to feel a sense of achievement for their efforts and prepares them well for when they move to school.

Staff generally manage behaviour well. They promote children's self-esteem to a good level and use praise effectively. Children feel valued and soon develop a sense of belonging because most staff offer meaningful praise, for example, when staff acknowledge what a child has done well. In the older children's group room, staff talk to children with a calm approach explaining clearly with reminders to establish reasonable boundaries. Staff use positive strategies to help children learn right from wrong and manage minor behavioural issues. Staff encourage children to negotiate for the toys they want to play with, and to respect each other. They act as positive role models and encourage children to use polite language, for example, to say 'thank you' if another child shares a toy. This promotes a harmonious environment for children to play in.

Staff make sure that children learn how to stay safe. Consequently, older children know that they must hold onto the handrail when walking down the stairs to the outdoor play area. Staff explain to younger children that they should not throw toys as they may hurt others. Children have regular access to the outside areas that are well designed and equipped to support children's learning.

Staff ensure that children follow clear hygiene routines, washing their hands before they eat and come in from playing outside.

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

The staff and leadership team clearly understand the requirements of the Early Years Foundation Stage. The manager is the designated person with responsibility for safeguarding and is confident about her role. Staff are knowledgeable about child protection they have attended safeguarding training. They know the procedures to follow if they have a concern about a child. There are robust staff recruitment and vetting procedures for checking that staff are suitable to work with children. The manager takes responsibility for checking staff suitability using effective systems to ensure that the suitability checks are prompt. Staff supervise children well, providing a safe environment where children can explore and investigate.

Staff regularly visit local schools and nurseries, which effectively enables them to exchange ideas for further good practice. The manager has a good overview and knowledge of the educational programmes, in order to ensure that all areas are covered within planning and assessment. There are effective systems in place for the supervision of staff to highlight any further areas for their personal development. Staff attend training, including food hygiene, safeguarding, first aid and planning in learning and development with a recent focus on mathematics. They are able to request training in areas they are interested in, such as working with children with special educational needs. This has a positive impact on their knowledge, enabling them to respond to different scenarios with confidence.

The manager welcomes and considers the views of parents and the local authority advisory team when informing the self-evaluation process. This enables the manager to identify a clear plan of action to support improvements.

Partnership with parents is generally effective. Parents have opportunities to attend reviews of their children's progress and to gain handover information providing an overview of their child's day. The nursery keeps parents informed about events with a range of written information on notice boards and in the entrance area. Parents comment they are very happy with the care provided, they appreciate the friendly staff and the good facilities. The nursery works effectively with parents and other professionals to support children's individual needs and provide continuity of care for children who attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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

Unique reference number	962263
Local authority	Hackney
Inspection number	842440
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	93
Name of provider	Chabad Lubavitch UK
Date of previous inspection	03/11/2009
Telephone number	020 8800 0022

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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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