

<b>Inspection date</b>	15 October 2015
Previous inspection date	14 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff provide children with a stimulating environment and a good range of learning opportunities, based on their interests. Children of all ages and abilities are well motivated, eager to explore and progress effectively in their learning.
- Children relate well to staff, who are caring and warm towards them. This helps to promote children's sense of security and emotional well-being.
- The staff team works effectively with parents and other professionals. They gather key information from parents about children when they start and continue to exchange information regularly to meet children's individual needs.
- Children follow good hygiene routines. They enjoy healthy snacks and drinks, which promotes their good health and physical well-being.
- Leaders have a good understanding of the requirements of the Early Years Foundation Stage. They are committed to driving improvement and work with staff to review the quality of the provision and identify areas for development.

### It is not yet outstanding because:

- At times, staff miss some opportunities to encourage children to express their thoughts and ideas fully or wait for children to respond to questions to build their communication and language skills.
- Staff do not always make the best use of all resources available to develop further children's mathematical knowledge, particularly of measurement.

## What the setting needs to do to improve further

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

- enable children to communicate their ideas and respond to questions with ease to strengthen their language development
- increase opportunities for children to access a suitable range of resources to extend their mathematical understanding.

### Inspection activities

- The inspector observed the quality of teaching and the range of activities, both indoors and during outdoor play.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the staff, children and parents, and took account of their views.
- The inspector sampled relevant documentation, including children's records, and the nursery's policies and procedures.
- The inspector held discussions with the manager and reviewed self-evaluation processes.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders monitor the learning and development of all children and, together with the staff, have a clear overview of their progress. This includes reviewing the progress of different groups of children in order to identify and quickly address any gaps in learning. The manager holds regular supervisions with all staff and uses these opportunities well to identify any training needs. Staff are committed to their professional development and apply any new skills they have learnt to improve their teaching practices, which positively benefits all children. Safeguarding is effective. All staff have received training about child protection issues; they know what procedures to follow to report any welfare concerns to keep children safe. Staff keep parents fully informed about their children's learning. Therefore, parents are aware of the good progress their children are making.

### Quality of teaching, learning and assessment is good

Staff know all children well. They gather detailed information about children's capabilities when they start and use this information to plan appropriate activities. Children show good levels of concentration, such as when completing jigsaws. Staff build on these opportunities to extend children's learning, which develops children's thinking and problem-solving skills. Staff know children's interests and plan challenging activities to ignite their imaginations. Children have their own ideas, for example, as they build enclosures in the garden and decorate large recycled boxes. They are proud of their achievements and show staff their creations. Overall, children concentrate well and listen to instructions. They respect staff and their friends, thus developing positive attitudes towards one another. This prepares them well for their move to school.

### Personal development, behaviour and welfare are good

Staff regularly and appropriately praise children, explaining what they have done well, which promotes children's self-esteem. Children develop a strong sense of identity and belonging. They are happy and well settled, and display good levels of confidence. Staff support children's physical development well and children move confidently in all environments. Staff encourage children to develop their fine and large motor skills. For example, children use their fingers, arms and feet to create marks on large pieces of paper. Children develop independence in managing their personal care needs throughout daily routines. They follow good health and hygiene routines and enjoy opportunities to be active.

### Outcomes for children are good

Children benefit from skilled staff that plan exciting and challenging learning experiences. All children make consistently good rates of progress and are well prepared for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	147651
<b>Local authority</b>	Barnet
<b>Inspection number</b>	841777
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	29
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Woodside Park Synagogue Committee
<b>Date of previous inspection</b>	14 February 2011
<b>Telephone number</b>	020 8445 7448

Yavneh Nursery registered in 1992. It is located in Woodside Park, in the London Borough of Barnet. It is open during term time only, Monday to Thursday, from 9.15am to 1.15pm and on Friday from 9.15am to 12.15pm. The provider employs seven members of staff who work with the children. Most staff, including the manager, hold a relevant qualification at level 3. The provider receives funding for free early education for children aged two, three and four years.

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