

# Yavneh Nursery

Woodside Park Synagogue, Woodside Park Road, London, N12 8RZ



<b>Inspection date</b>	18 June 2018
Previous inspection date	15 October 2015

<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

- Leaders are ambitious and have high expectations for the nursery, staff and children. They ensure that staff engage well with the children. Children relate well to staff and other children. They enjoy their time in the nursery.
- Staff plan from the children's interests, which helps them to provide activities that support children to make good progress.
- Staff focus on teaching children to be confident and express their ideas. Children gain good skills to support their future learning and eventual move on to school.
- Leaders and staff are flexible and adapt the routines of the nursery to the needs all children. Children are settled and happy.

### It is not yet outstanding because:

- On occasion, staff miss some opportunities to extend the older and more-able children's learning as well as possible.

## What the setting needs to do to improve further

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

- make full use of opportunities to challenge the older and most-able children, to extend their learning further.

### Inspection activities

- The inspector spoke with children, parents and staff throughout the day.
- The inspector carried out a joint observation with the head teacher.
- The inspector observed the quality of the teaching and learning.
- The inspector sampled a range of documents, including policies and procedures.

### Inspector

Andrea Lawler-Ford

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders monitor children's learning effectively and target any gaps in individual or group performance. For example they have identified that children would benefit with more opportunities to use technology. Leaders and staff know how to keep children safe. Safeguarding is effective. The head teacher holds regular supervisory meetings with the staff and identifies their training needs. She encourages professional development and staff are supported to undertake further studies. Leaders embrace new ways of working and have implemented an initiative to encourage more physical activity for children, which helps them learn about their bodies. Parents appreciate invites to spend time in the nursery, for example they are invited to join cooking activities and have lunch with the children. Leaders evaluate practice well and consult with parents to identify aspects for improvement and to implement changes. For example, following demand from parents a breakfast club and afternoon session are now available.

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

Staff plan the learning environment carefully, assess children's progress regularly and plan for their individual learning needs. Children explore a range of appropriate resources that support different areas of learning. Staff engage in play with children and talk about what they are doing, which helps their developing communication skills. Staff teach children to be confident and independent learners. Children move between the indoor and outdoor learning environments independently and express their needs well. Staff share information with parents in a range of ways, resulting in strong parent partnerships. Staff encourage home learning. For example they have a book lending scheme and parents add information to a notebook about children's weekend activities.

### Personal development, behaviour and welfare are good

Staff promote healthy lifestyles and provide nutritious meals and snacks. They use mealtimes to teach children about foods that are good for them. For example Children learn about fruit that grows on trees and how grapes turn into raisins. Children behave well, cooperate with their friends, include others in their play and are confident. Staff model good behaviour and talk to children about being kind. Staff form positive relationships with the children. They greet children warmly and are welcoming. Children seek out staff to talk about their day. Children take appropriate risks by using resources, such as a woodwork table and balancing apparatus. Children learn about the local community, for example when they regularly visit accommodation for older people where they sing.

### Outcomes for children are good

Children learn early writing and literacy skills. Many can write their name on the register and find their name card. Children are well prepared for their move on to school. Teachers from the local schools are invited to visit the nursery and children dress in school uniforms available in the role-play area. Children take account of what others say and follow instructions well. They progress well in their physical development.

## Setting details

<b>Unique reference number</b>	147651
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1127205
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	United Synagogue
<b>Registered person unique reference number</b>	RP910804
<b>Date of previous inspection</b>	15 October 2015
<b>Telephone number</b>	0208 445 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 9.15am to 3pm, and on Friday from 9.15am to 12.15pm. The provider employs seven members of staff who work with the children. One member of staff holds qualified teacher status. 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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