

Inspection of Yeladenu Pre-School

Muswell Hill Synagogue, 31 Tetherdown, LONDON N10 1ND

Inspection date: 12 March 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this wonderful nursery. They thoroughly enjoy new adventures each day. Children relish their time in the outdoor area. They are confident to take measured risks in their play. Children build obstacle courses by using crates and planks of wood. This helps to develop their coordination and balance skills. Children work collaboratively to make a structure using mesh sheets, logs and two wire towers on a very windy day. They experience the effects of wind as they relentlessly try to hook the mesh sheeting over the wire towers after it repeatedly blows away. Children show exceptionally high levels of perseverance, engagement and can-do attitudes.

Staff have exceedingly high expectations of children, who rise to the challenge. Children build high levels of self-esteem and behave very well. They benefit from hearing lots of praise and encouragement. Staff create a positive and nurturing environment. This helps children to develop increasing levels of self-control and understanding of the impact their actions may have on others. Children engage with older people during visits to a local residential home and fundraise for those less fortunate than themselves. Children learn to respect the differences in others.

What does the early years setting do well and what does it need to do better?

- Children's physical development and awareness of safety and risks are supported exceptionally well. For instance, children benefit from closely supervised woodwork activities as they use real tools and make their own obstacle courses outside. They confidently handle real saws and hammers. Children skilfully balance on wooden planks on an incline. They carefully climb on and jump off tables, and crawl through large hoops.
- Leaders are highly qualified, knowledgeable and dedicated in their roles. They inspire staff to seek continued professional development. Staff are highly motivated and continually strive to improve their practice. For example, in response to children's high levels of investigation and curiosity in play, they research a wide range of teaching methods to support children's learning in early science. Staff provide children with an ambitious curriculum that inspires children's curiosity and ignites their motivation to learn.
- Children have impressive independence skills. For example, they set the table for lunch and help themselves to a highly nutritious meal after attending to their personal hygiene. Excellent routines are highly embedded in staff's practice. Staff establish exceptionally positive, secure and trusting relationships with all children. They get to know children's individual personalities, routines and interests extremely well. Children have an excellent sense of belonging, confidence and resilience to excel in their future success.
- Parents receive first-class information about their children's progress. They value

the online learning journey that supports them in being fully involved in their children's learning. Parents hold the nursery and staff in high regard. They say that their children have flourished at the nursery and staff are always friendly and professional. They express their delight with the level of care that their children receive.

- Staff meticulously plan learning experiences for individual children, considering how to build on children's prior knowledge in each area of learning. For instance, they provide stimulating hands-on activities that link children's learning inside and outside. Children explore making 'shampoo dough' from shampoo, water and food colouring. Toddlers unscrew bottle tops and add food colouring to the shampoo carefully. Children are confident and fluent users of language. Staff support children's language development with exceptional skill. They ensure that all interactions are of a high quality, modelling language with precision.
- Children develop an early love of reading. They listen to stories while snuggled up to staff, who read with vibrant expression. The language-rich environment provides children with innovative ways to read a story. For instance, children retell stories using 'reading ropes'. They use props attached to a rope to recall the sequence of events in the book and talk about the characters. This further develops their language skills and sparks their imaginations and enjoyment for early reading.
- The manager establishes excellent links with the local schools. Staff invite school teachers to the setting to ensure that children's transitions are smooth. They encourage parents and children to visit the local school and meet the teaching staff. Children develop emotional, social and academic skills, ready to flourish at school.
- Children are extremely kind, caring and empathetic. Their behaviour is exemplary. Staff continuously equip children with the ability to discuss, understand and recognise emotions. For example, they encourage children to discuss any worries they have and place notes or drawings in the 'Worry Monster's tummy' to put their minds at rest immediately.

Safeguarding

The arrangements for safeguarding are effective.

The safety and well-being of children are a shared priority of all staff. The provider ensures that staff keep their safeguarding knowledge up to date. All staff complete training regularly. They know the signs of abuse and neglect and the referral procedures to follow if they have a concern. Staff are aware of their responsibilities to prevent children being drawn into situations that may put children at risk. Procedures for recruitment and selection are robust in ensuring the suitability of staff.

Setting details

Unique reference number	EY290363
Local authority	Haringey
Inspection number	10137954
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	19
Name of registered person	Yeladenu Pre-School
Registered person unique reference number	RP524766
Telephone number	07918085029
Date of previous inspection	9 December 2015

Information about this early years setting

Yeladenu Pre-School registered in 2004. It operates from a synagogue in Muswell Hill, in the London Borough of Haringey. The pre-school is open during term time from 9am to 3pm each weekday, except on Friday when it is open from 9.30am to 12.30pm. The pre-school closes for Jewish holidays. A total of seven staff are employed to work with the children. All staff hold relevant early years qualifications, and the manager holds qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector conducted a joint observation of an activity with the manager and discussed teaching methods with her.
- The inspector spoke to the manager, staff and children at appropriate times through the inspection.
- The inspector spoke to parents and took account of their views given in writing.
- The inspector held a meeting with the manager. She looked at relevant documentation, including self-evaluation, evidence of the suitability of staff working in the setting, qualifications and training certificates.

We carried out this inspection 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.

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