

Inspection of Yetev Lev D'Satmar Nursery

2 - 4 Chardmore Road, London N16 6HX

Inspection date: 2 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children are familiar with the daily routine at this nursery. Staff structure the day to ensure that children experience a balance of indoor, outdoor, adult-led and child-led activities. Children are primarily taught in Yiddish and all adults are fluent in the language. Learning this language and the unique customs of the community served by the nursery are a priority for parents. Staff have high expectations of children's behaviour and their attitudes to learning. Children respond positively to the clear boundaries that are set by adults. Staff role model the respectful behaviour they expect of children. Children behave courteously, use polite language and play together well. They use their energy when they play with balls and on bikes in the outdoor area. Children have fun and they play safely. They respond well to adult instructions. Children understand when it is time to settle down, such as to read a story, draw or paint.

The curriculum has a strong focus on the culture, traditions and celebrations of the community. Children eat Kosher food and observe customs linked to their Jewish faith. Nursery leaders value the relationships between children and their key persons. The nursery has large, bright and airy rooms, and a wide range of good-quality resources to support children's learning. Children enjoy having a larger space in which to learn and the opportunity for focused activity time with their key person. Children interact positively with their peers and they make friends. They focus attentively during adult-led activities and they engage in purposeful learning when they have the opportunity for self-directed play.

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

- Staff design the curriculum to include a range of activities across the day. They encourage parents to ensure that their children arrive at nursery on time so that the group can start the day together. The nursery was closed for extended periods of time during the COVID-19 pandemic. The manager used this time to make changes to the environment and the methods used to track children's progress and determine their next steps in learning. These changes have supported children's access to the whole curriculum and ensured that activities provide sufficient challenge for all children.
- Children learn to wash their hands, use the toilet, put on their coats, and walk safely on the stairs. Staff use songs and rhymes to teach children how to wash their hands after using the toilet and before eating. Children develop the skills and confidence that they need to perform self-care tasks independently. This prepares them for school and life in the wider community.
- The manager knows the community served by the nursery very well. He is also aware of some of the challenges faced by many families. He is passionate about the positive role that the nursery can play in supporting larger families. The

manager has strong links with several local organisations that support children with special educational needs and/or disabilities and mental health issues.

- While Yiddish is the main language spoken in the nursery, managers are aware that all children need to learn English to prepare them for life in modern Britain. Children have access to books in both Yiddish and English, and labels on key objects are in both languages. The nursery has appointed a member of staff to support children's English language communication skills.
- Children enjoy healthy and nutritious Kosher food. Mealtimes are an important part of the day. Children sit and eat together at the table. Staff facilitate conversations and support children to use their cutlery. Children eat heartily and they politely ask for more if they need it. Staff tell children there is plenty to go around and make sure that they eat well.
- Children have access to a wide range of resources. During free play, they choose the toys and games that they want to play with from well-organised shelves. During structured play sessions, children take part in focused activities to develop the small muscles in their hands. They learn to use a pencil, paint and make crafts. However, staff do not consistently provide mark-making opportunities during unstructured play times, in order to support children who want to continue to develop their early writing skills independently.
- Children learn a lot about what they have in common, especially the customs and traditions linked with their community. Children learn about 'people who help us', such as police officers and firefighters. This helps them to gain an understanding of people outside their community. However, staff do not consider ways to help children to explore what makes them unique and learn about different cultural backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding and knowledge of how to keep children safe. They can recognise and identify the signs and symptoms of possible abuse and neglect. Staff know who to contact if they have any concerns about the children in their care. The manager ensures that staff attend safeguarding training that considers additional risk factors arising in the community served by the nursery. Staff understand the 'Prevent' duty guidance. They are alert to the signs that individuals may be at risk of radicalisation within and outside their community. Staff routinely risk assess the indoor and outdoor environments to ensure children's safety and security.

What does the setting need to do to improve?

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

- provide further mark-making opportunities so that children can independently

access activities that develop their early writing skills

- consider ways for children to learn about diverse cultural backgrounds, to help them to value and respect their own and each other's individuality.

Setting details

Unique reference number	402831
Local authority	Hackney
Inspection number	10104593
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	47
Number of children on roll	47
Name of registered person	Yetev Lev D'Satmar Nursery Committee
Registered person unique reference number	RP523714
Telephone number	020 8806 2598 Ext5
Date of previous inspection	25 June 2015

Information about this early years setting

Yetev Lev D'Satmar Nursery registered in 1991 and is situated in Stamford Hill in the London Borough of Hackney. The nursery is open from 9am to 3pm, Sunday to Thursday, and from 9am to 1pm on Friday, throughout the year. The nursery employs seven staff. Of these, one member of staff is a qualified teacher, two hold relevant level 3 qualifications and two hold relevant level 2 qualifications. The nursery provides funded early education for three- and four-year-old children. It teaches children in Yiddish and English.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a joint observation of an adult-led learning activity. They discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector spoke to staff and children during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children.
- The inspector looked at relevant documentation, including staff's qualifications, and reviewed evidence of the suitability of staff working in the nursery.
- The inspector considered the written views of parents.
- The inspector observed the quality of education being provided inside and outside. She assessed the impact that these activities have on children's learning.

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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