

Inspection of Ateres Beis Yaakov

27 Green Lane, LONDON NW4 2NL

Inspection date: 10 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this warm environment. They benefit from the wide range of interesting and exciting activities which are planned based on their interests. For example, children learn about how a plant grows as they plant flowers in the garden. Children have strong relationships with staff. They approach staff for comfort where necessary. Staff have high expectations for all children. They work hard to meet the needs of each individual child so that they fulfil their potential.

Children understand the well-embedded routines at the setting. For example, they understand clearly when it is time to tidy up and work as a team to tidy up the room. These clear routines help children to feel safe and secure. Children's achievements at home are celebrated through 'mitzvah notes', which parents send in when children have been particularly kind or helpful at home. Children beam with pride as these notes are read out in front of their peers. This helps children to understand how much their achievements are valued and raises their self-esteem. Staff praise children warmly when they show positive behaviour. For example, they say, 'Well done for finding a chair to sit at.' This teaches children expected behaviour and means that children behave well.

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

- Leaders are clear about what they want children to achieve through the communication and language curriculum. Staff develop children's communication and language skills well. They narrate what children are doing as they play and explore. For example, staff explain that children are using a 'trowel' as children dig in the soil. This helps children to build their vocabulary and make progress in their language development.
- Children really enjoy the many opportunities they have to look at books independently or with a member of staff. They often approach staff to ask them to read a book to them. This supports children to develop a love of reading and develop their range of vocabulary.
- Staff teach children to be kind and caring to each other. Children learn to work well together. For example, children work as a team to use tweezers to put pom-poms into a bag together. This demonstrates that they are able to interact positively with their friends.
- Staff think carefully about how to support children to develop their physical skills. For example, children ride bikes, climb on the climbing frame and fish for toy frogs. Children strengthen the muscles in their hands through many opportunities throughout the day. For example, they peg socks on the line, fill toy trucks with rubble and pour sand between containers. This ensures that children make good progress in their physical development.

- Staff teach children to develop their independence well. Children unpack their bags and change their shoes confidently. This helps children to be well prepared for the next stage of their learning journey.
- Leaders support children with special educational needs and/or disabilities well. They identify any concerns they may have about any areas of a child's development early. They work closely with parents and external professionals to put additional support in place for these children. This means that these children make good progress and achieve their learning targets.
- Leaders ensure that staff receive the targeted professional development opportunities that they need to strengthen their teaching skills. They observe staff regularly and provide them with support based on these observations. This ensures that the quality of teaching is good.
- Parent partnerships are strong. Leaders work hard to build a strong sense of community for the families of the nursery. For example, they arrange support for families who may have changes in their life such as a new baby. Parents speak very highly about the strong communication and the warmth of the staff. This supports children to transition easily between home and nursery.
- Children take part in regular group circle times throughout the day. They enjoy singing songs or prayers or listening to stories during these times. However, on occasion, staff expect children to sit and concentrate for too long. This means that children sometimes become restless and unable to focus at these times.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the safeguarding processes to follow if they have concerns about a child or about the conduct of a member of staff. Relevant safeguarding information is clearly displayed for staff to refer to. Leaders have a thorough understanding of safeguarding processes and procedures. They stay up to date with any developments in local safeguarding policy or procedure by attending local authority training. Recruitment processes are robust and ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- consider the length of time that children are expected to sit and listen during adult-led activities so that children make as much progress as possible at these times.

Setting details

Unique reference number	2548864
Local authority	Barnet
Inspection number	10215662
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	34
Name of registered person	Ateres Beis Yaakov Limited
Registered person unique reference number	2548863
Telephone number	0208 0596528
Date of previous inspection	Not applicable

Information about this early years setting

Ateres Beis Yaakov registered in 2019. It is situated in the London Borough of Barnet and opens during term time from 9am to 3.30pm. There are 12 staff, seven of whom hold relevant qualifications in early years.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- This was the first routine 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 learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with the manager about nursery practices and procedures.

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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