

# Inspection of Talmud Torah London

202 Upper Clapton Road, London E5 9DH

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Inspection date: 6 October 2022

|                              |             |
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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Good |
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## What is it like to attend this early years setting?

### The provision is good

Children happily run into this welcoming and safe setting, ready for a day filled with exciting play and learning experiences. Children are greeted warmly by staff. They confidently navigate the stairs up to their rooms, where they share details of their time at home during Yom Kippur. Children are quick to engage in play, seeking others out to join them. A curriculum designed around children's interests and developmental needs ensures children are fully immersed in their chosen activity.

Behaviour of children is good. The setting has worked hard since the previous inspection to ensure children understand the expectations of the setting. Children are praised for positive behaviour, such as sharing and taking turns. They are encouraged to develop empathy and think about the effect their actions have on others.

Staff have high expectations for children. Children are independent learners. They are eager to problem solve, developing resilience and confidence in their own capabilities. The support for children with special educational needs and/or disabilities is a particular strength of the nursery. The setting works very well in partnership with parents and other professionals. Swift interventions mean all children make good progress, including those who may have fallen behind.

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

- Staff know children well. Weekly planning meetings and termly progress reports ensure staff have an accurate understanding of what children know and what they need to learn next. Children are well prepared for their next stage of learning.
- The achievements of children are widely celebrated within the setting. Staff help children develop positive self-esteem and confidence. In the nursery room, an 'I can do' wall celebrates each new milestone a child reaches, such as 'learning to catch a ball' or 'doing up their own zip'. Parents of older children love to share their children's good deeds from home with the staff. Children rush to share their good deed notes with staff and beam with pride as they are read out.
- Overall, children's communication and language development is well promoted. A focus on keywords linked to topics help children to expand their vocabulary. Children share their ideas with others and enjoy contributing to group discussions. However, staff do not ask enough probing questions that allow children to use their knowledge to consider why things happen.
- Focus group activities are well planned and support children's learning overall, although some children finish quickly, while others may not have had time to complete the activity. This means that staff do not always adapt the way they teach in line with the needs of children in the group, to challenge them to the

highest level.

- Parent partnership is good. Parents describe the staff at the setting as warm and caring. Parents describe communication at the setting as a strength. Feedback is given daily and at the end of each week parents receive a newsletter that sums up their child's learning for the week along with photographs.
- Healthy lifestyles are promoted. Children enjoy balanced, healthy and nutritious meals. Fruit snacks are provided for younger children. Older children make healthy choices by bringing their own snack. Oral hygiene is promoted with visits from a dental nurse twice a year.
- Children learn about their Jewish heritage and what makes them unique. Children pray and come together for celebrations. Staff and children speak a mixture of Yiddish and English throughout the day, seamlessly switching according to the needs of each child. Children learn what it means to be kind and respectful to others regardless of their beliefs or abilities. Children behave very well.
- Staff feel well supported. Managers and the senior leadership team have a hands-on approach to ensuring all staff receive the training and guidance they need to fulfil their roles.
- Leaders and managers are reflective in their practice. They seek regular feedback from parents. The results of this are shared on a 'You asked...we delivered' board, so parents can see the changes made and understand the value of their feedback.

## Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities towards keeping children safe from harm. They have undertaken appropriate safeguarding training. Leaders and managers ensure that staff have understood the training received, by asking questions that test their knowledge. Staff understand how to report any concerns that they may have and what they should do if they feel their concerns have not been taken seriously. They are aware of their responsibility to whistle-blow if they have concerns about a colleague. All staff have knowledge of the 'Prevent' duty and the signs children may display if they are at risk of being exposed to extreme views.

## What does the setting need to do to improve?

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

- consider how the questioning skills of staff can be enhanced to provide children with opportunities to problem solve and think critically
- review the organisation and teaching during group activities to consider all children remain fully challenged in their learning.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY487103  |
| <b>Local authority</b>                             | Hackney   |
| <b>Inspection number</b>                           | 10236629  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Full day care                                       |
| <b>Age range of children at time of inspection</b> | 3 to 5  |
| <b>Total number of places</b>                      | 40  |
| <b>Number of children on roll</b>                  | 40  |
| <b>Name of registered person</b>                   | Talmud Torah London                                 |
| <b>Registered person unique reference number</b>   | RP534417  |
| <b>Telephone number</b>                            | 0203322 7879  |
| <b>Date of previous inspection</b>                 | 6 October 2016                                      |

## Information about this early years setting

Talmud Torah London registered in 2015. The nursery is located in the London Borough of Hackney and is available to boys from the local Orthodox Jewish community. The nursery operates from 8.50am to 3.30pm on Monday to Thursday. On Friday and Sunday, children attend morning sessions only. The nursery employs 23 members of childcare staff. Of these, seven hold appropriate early years professional qualifications at level 3 and one member of staff holds a qualification at level 2. One member of staff holds qualified teacher status.

## Information about this inspection

### Inspector

Natalie OLeary

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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