

Inspection of Shofar Daycare Nursery

The Sternberg Centre For Judaism, The Manor House, London N3 2SY

Inspection date: 8 June 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this inspirational setting. Staff have a secure understanding of children's needs, from the baby room through to the pre-school room. They plan and create a bespoke curriculum for children. Children make rapid progress in an exciting learning environment. Children who are moving on to school are extremely well prepared for this next stage in their learning. Staff have the highest expectations for what all children can achieve. Children are constantly absorbed in their play and learning experiences. They are energetic and highly motivated.

Children relish the opportunities to explore the outdoors and take part in forest school activities. This means children learn about the world around them and care for the environment. Staff are highly skilled communicators who have created an interesting, language-rich environment. This ignites children's imagination and curiosity. Staff provide numerous opportunities for children to communicate with each other and develop ideas as they play. For example, children put forward suggestions as they create their ideas for models at the woodwork bench. Children flourish because of their strong emotional attachments to staff. Children behave exceptionally well and play together, sharing toys and resources. They learn about democracy as they vote for which story to read. They delight in listening to stories read by staff who deliver superb storytelling sessions that encourage children to concentrate on the story, listen, take turns and contribute their ideas. Furthermore, children borrow books from the library, which supports their learning at home.

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

- The manager's passion for providing children with the best possible start in life is infectious. She has a clear vision and a strong focus on the continual development of the excellent opportunities provided for children. High priority is given to the staff's well-being and professional development. Staff are encouraged to share their research, learning and ideas. This ensures the continuous delivery of high-quality care and education.
- An ambitious, well-planned curriculum helps children to make excellent progress across all areas of their development. Children are deeply engaged in their learning and often invite others to join them. This highly collaborative working helps children to share new ideas and consider alternative ways of doing things.
- Books, stories and rhymes are embedded in practice and are used around the setting to complement specific learning taking place. For example, in anticipation of the visiting farm at the nursery, the children learn about the animals that live on a farm. Staff interact with children in a purposeful, warm and well-thought-out way. They ask questions and give children time to think and respond. For example, as staff read a story to the children about farm animals, children learn the words 'snout' and 'curly tail'.

- Children with special educational needs and/or disabilities (SEND) blossom. This is because staff have a secure understanding of the children and what they need to learn next and how. They work in partnership with parents and professionals to support children's learning.
- Children's recognition of numbers is encouraged through various activities, including baking. Children learn that print carries meaning as they read recipe cards. Staff support children to identify the numbers on the recipe card and to use the weighing scales to carefully measure out the correct amount. Children develop a secure understanding of early mathematics.
- Children have a strong sense of belonging and well-being. Staff have very high expectations for children's behaviour and what they can achieve. For example, older children are taught to be responsible for certain chores, such as laying and clearing away the table at lunchtime. Children take turns to be 'the special helper' and delight in carrying out these tasks. They show high levels of independence and confidence.
- The nursery participates in the 'Healthy Early Years London' scheme and has completed the bronze award in recognition of its excellent support for children's health. Staff are now working towards achieving the silver award, which includes teaching children about healthy eating and oral hygiene. Staff promote children's health and self-care, initiating discussions and providing guidance on the correct techniques when children brush their teeth after lunch.
- Partnerships with parents are outstanding. Parents express immense appreciation for the efforts of managers and staff, who consistently extend their support to all children, particularly children with SEND, and their families. Parents feel very well informed about their children's learning and receive regular opportunities for discussions with managers and staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of what constitutes a safeguarding concern. They understand the procedures to follow to protect children from harm. Staff keep their knowledge up to date by attending yearly safeguarding courses, accessing online training and holding staff meetings. Good recruitment procedures and rigorous background checks ensure that children are always cared for by suitable adults. Staff teach children how to keep themselves safe when using tools at the woodwork bench or when out in the woods during forest school activities. Staff complete regular fire evacuation drills with children.

Setting details

Unique reference number	EY497425
Local authority	Barnet
Inspection number	10293793
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	0 to 4
Total number of places	80
Number of children on roll	78
Name of registered person	Shofar Day Care Centre
Registered person unique reference number	RP905348
Telephone number	02083463453
Date of previous inspection	30 May 2018

Information about this early years setting

Shofar Daycare Nursery registered in 2016. There are 27 members of staff. Of these, 19 hold relevant early years qualifications from level 2 to level 6. Two staff hold early years professional status and two have qualified teacher status. The nursery is open on Monday to Thursday from 7.45am to 6.15pm and on Friday from 7.45am until 4.15pm, for 50 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Maher

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 managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and carers shared their views on the nursery with the inspector.

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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