

Inspection of Lubavitch Nursery

107-115 Stamford Hill, London N16 5RP

Inspection date:

5 December 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The experience and learning for children at this setting are variable. Staff build warm relationships with children. In the mornings, children come in happily to the setting and greet the staff warmly. Children benefit from the calm, nurturing tones that staff use to interact with them. Leaders have a strong focus on looking after others and charitable giving, which helps children to understand the importance of being kind and caring.

However, leaders and staff do not always have high enough expectations of what children can achieve through the curriculum. This has an impact on the progress that children make. For example, some staff do not always use a wide enough range of vocabulary with the children to support them to develop their communication and language skills.

Leaders and staff build strong partnerships between home and nursery. Children's achievements at home are celebrated through 'mitzvah notes' that parents send in. For example, parents record 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.

Some staff do not have high enough expectations of how children should behave. For example, a few children climb on the chairs or put their feet on the table. Staff do not always address this behaviour, which means that some children do not always display positive behaviour.

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

- The curriculum for communication and language is inconsistent. Some staff, particularly in the baby room, get down to children's level and model language well. However, staff do not consider how to support children to develop high-quality interactions consistently. For example, they do not consider how to use lunchtimes to support children to develop their language and social skills. This has an impact on the progress that children make in their communication and language.
- Staff provide opportunities for all children to develop their physical skills. Children develop skills such as climbing, jumping and spatial awareness as they drive toy cars, climb up steps, go down the slide and throw balls to staff. Children develop in their hand-eye coordination and fine motor skills as they paint the wall with water, stick stickers on a poster or put candles into the Chanukkah. These opportunities help children to make progress in their physical development.

- The key-person system is variable. Staff are able to explain the progress that their key children have made. However, staff are not always able to identify the next steps for their key children and how they are going to support them to achieve these next steps. This means that staff do not consistently plan targeted learning opportunities to support individual children on their learning journey.
- Staff do not always support children to understand expected behaviours well enough. On occasion, staff do not address unacceptable behaviours with children. This means that children do not consistently learn to differentiate right from wrong.
- Staff support children who speak English as an additional language well. They make good use of children's home languages to help children to develop a sense of pride in their identity and improve their communication skills in their home language and English.
- Leaders understand how to support children with special educational needs and/or disabilities. They work with parents and the local authority to support these children. Staff use some strategies to work with children who need extra support to catch up with their peers, such as small-group circle times or one-to-one play with their key person. This support is not always carefully sequenced and evaluated to ensure maximum impact for the children who need it most.
- Staff do not always ensure that appropriate hygiene processes are followed. For example, children do not consistently wash their hands before snack time. This does not support children to develop their understanding of personal hygiene.
- Leaders have built strong links with their local authority. Leaders and staff attend regular training sessions and reach out for advice and support. However, leaders do not accurately identify areas of practice that individual staff need to improve in and then provide impactful support for these areas. This means that staff practice is not consistently good and has an impact on outcomes for children.
- Parents speak highly of the setting. They appreciate the caring staff and the way that their children are very happy to come to nursery. Staff make sure that they are easily approachable to parents and keep them updated about what their child has been doing at nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary. The manager has a good understanding of safeguarding procedures and knows where to go for further support if necessary. Leaders use effective systems to recruit staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that all key persons identify appropriate next steps for their key children's learning and plan effective opportunities to help children achieve these next steps	10/01/2024
identify weaker staff practice and support staff to improve their practice.	10/01/2024

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

- support children to develop their understanding of the importance of personal hygiene practices, such as washing their hands before eating
- ensure that staff expectations of children's behaviour are high enough and support children to understand and follow these expectations.

Setting details

Unique reference number	EY540714
Local authority	Hackney
Inspection number	10317887
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	0 to 4
Total number of places	100
Number of children on roll	70
Name of registered person	Lubavitch (UK) Limited
Registered person unique reference number	RP540712
Telephone number	020 8800 0022
Date of previous inspection	12 December 2019

Information about this early years setting

Lubavitch Nursery registered in 2017 and is situated in Stamford Hill. The nursery is open each weekday from 8.30am to 4.30pm, apart from Fridays when it closes at 1pm. The nursery's ethos is to incorporate Jewish culture through the teachings of Lubavitcher Rebbe. It receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 22 staff. Of these, 19 hold relevant childcare qualifications.

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 nursery.
- 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 leaders 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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