

# Inspection of Torah Vodaas Early Years Centre

Julian Headon House, West Hendon Broadway, London NW9 7AL

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Inspection date: 16 January 2024

<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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children have strong bonds with staff, who help them to feel safe and secure throughout the day. Staff are kind and caring. Babies get lots of cuddles, and children are encouraged and reassured. This helps children to learn and engage in meaningful play. When playing outside, staff role model expectations. Children respond positively and behave well. The outdoor playground is thoughtfully arranged so children can build their physical skills by balancing on planks, climbing equipment and using large arm movements to paint the wall with water. Children learn to play together in harmony as they wait their turn to add bricks to the tower they build. They re-enact a trip they recently made to observe a local building site. They put on hard hats to protect them from danger and use vocabulary that they have learned from their trip.

The manager has high expectations for every child to reach their full potential. This includes children with special educational needs and/or disabilities. The manager and staff meet with parents and children before they begin nursery. This helps the nursery to establish children's likes and dislikes and find out what interests the child. Staff observe children during play and establish a child's starting point so they can plan for individual needs. Gaps in learning are swiftly identified. Intervention programmes, such as 'Early Talk' boost sessions and 'Let's get strong', which are led by trained staff, help to support language and physical development. The manager works closely with health professionals and the local authority to ensure that children have access to early intervention to support their needs. Children have a good attitude to learning and make good progress.

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

- The manager is passionate about the teaching and learning opportunities that children should receive in the nursery. She works closely with room leaders and staff to ensure that teaching is of a high standard. Staff have regular supervisions in which key children, workload and continuous professional development needs are discussed. Staff appreciate the support and value their manager.
- There is a strong emphasis on building children's communication and language at the nursery. Staff talk to children throughout play. They extend learning with new vocabulary. Children hear and sing songs and they listen to stories. They have times during the day where they learn about subjects such as 'people who help us' and 'the vineyards'. Children respond by asking questions and recalling words. They share knowledge that they have learned through a visit to the nursery from the paramedics.
- Building children's physical skills begins on entry to the nursery. Babies explore textures and use the furniture, and staff, to pull themselves up as they cruise

around the room, building the skills they need to start walking. Older children build their fine motor skills, beginning with threading and play dough. This helps to strengthen their finger muscles in preparation for early writing.

- Children are beginning to explore the joy of reading. Babies snuggle up to listen to stories. Older children listen with intent as they hear familiar stories and point to pictures they have made a link with. Some children independently access books, both indoors and outdoors. They turn the pages with care as they explore the pictures and recall words they recognise.
- Children are beginning to understand the world around them. They share family experiences and build an understanding of the local community. They take trips to local food shops and learn how other cultures enjoy food. This helps children to learn about difference and to learn about what makes them unique.
- Parents speak highly of the nursery. They share that staff and the manager are nurturing towards their children. They appreciate the weekly update, which includes photos of activities that have taken place during the week. This helps them to extend learning at home. The settling-in process reassures them that their child is safe and happy to attend.
- Staff build children's independence in a number of ways. Children learn to put their hats and coats on as they go out to play. Children independently use the bathroom and wash their hands afterwards. However, sometimes, staff carry out tasks that children are able to complete themselves.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- ensure that staff consistently encourage children's independence, to prepare children for school.

## Setting details

<b>Unique reference number</b>	EY471770
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10301270
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Torah Vodaas Limited
<b>Registered person unique reference number</b>	RP906955
<b>Telephone number</b>	020 3670 4670
<b>Date of previous inspection</b>	31 January 2018

## Information about this early years setting

Torah Vodaas Early Years Centre registered in 2013. The nursery provides care for babies up to the age of three for staff of the school. In addition, it provides education for boys from the Orthodox Jewish community from the age of three-years-old. The nursery employs 30 members of childcare staff, many of whom work part time. Twenty staff hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, during term time only. Sessions are from 8.45am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Halpin

## 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 spoke with parents and staff and took their views into account.
- The inspector observed interactions between staff and children.
- The inspector and manager carried out a joint observation during an adult-led activity.
- Children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and viewed evidence of 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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