Inspection of Yetev Lev D'Satmar Nursery

8 Chardmore Road, London N16 6HX

Inspection date:	14 July 2025

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	Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the nursery happy and settle quickly. Staff have established warm and positive relationships with the children. Staff are developing their knowledge and understanding of their vital role as a key person. As a result, engagement with the children has improved. For example, children enjoy listening to stories in their home language, Yiddish. This is because staff sit at their level and share books with enthusiasm. Staff value children's contributions and encourage them to ask questions about the story. Staff praise children's achievements such as when they complete a threading activity. This praise supports children to feel proud. This boosts their self-esteem and generally fosters a positive attitude towards learning.

Leaders have worked hard to address the weaknesses identified at the last inspection. They have focused on staff training and ongoing coaching to develop skills. As a result, leaders now have a clearer understanding of what they want children to learn and hold high expectations for their staff. However, supervision arrangements are not yet fully embedded. This leads to inconsistencies in the quality of planning and teaching. Consequently, the curriculum does not consistently meet the needs of all children and ensure they make good progress. Children's learning is sometimes hindered because staff do not always prepare the environment effectively. For example, they do not provide enough space for children to complete large puzzles successfully.

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

- Leaders have begun to implement curriculum improvements. They have worked positively with staff, who report feeling well supported. They value the training provided since the last inspection. Leaders have also engaged with the local authority and external training providers. While these early changes are promising, further work is needed to embed and sustain improvements fully, particularly key person arrangements, curriculum oversight and the quality of teaching.
- Staff can talk about their key children's interests. They express that they are becoming more confident in tracking children's progress. They are using guidance to help plan for their next steps in learning. Children were observed confidently using scissors to cut out shapes and threading string through holes to make a Tzitzit. These activities were planned to support individual children in developing their fine motor skills. They also provided meaningful links to their cultural and religious practices.
- Leaders have taken steps to increase opportunities for children to hear and use English in their daily routines. For example, children respond appropriately to simple instructions in English such as helping to tidy away resources. However, their ability to develop strong English-speaking skills remains limited. This is

partly due to some staff's own spoken English not being sufficiently developed. This reduces the effectiveness of language modelling and limits children's progress in acquiring a good standard of English.

- Children are familiar with daily routines such as when to play outside or wash their hands before lunch. However, transitions are not consistently well managed. For example, lunchtime can be chaotic. Children were observed running around and accessing role-play resources while staff cleaned and moved tables. This lack of structure delays children settling. Nevertheless, once seated, they do enjoy this social occasion.
- Children generally behave well. They are learning to share, take turns and develop an understanding of respecting their environment. Overall, children are developing positive attitudes towards their learning. They are supported by staff who intervene appropriately when disputes arise. However, on some occasions, staff do not consistently address unwanted behaviours such as climbing on chairs or calling out while others are speaking. This does not support children to learn consistent boundaries.
- Children are beginning to develop some positive self-care skills. For example, they independently use tissues to wipe their noses and understand the importance of disposing of them in the bin. Staff are starting to promote children's independence at other times of the day such as by providing some opportunities for them to self-serve during lunchtime. These experiences help to build children's confidence and develop skills for their later learning.
- Children enjoy spending time outdoors. They are confident to engage in physical play that helps them develop balance and coordination. They skilfully ride bikes, balance on stepping stones and enjoy going up and down the slide. Staff also provide quieter learning opportunities outdoors. This includes sand and water play and some mark-making activities. This helps to meet children's individual interests.

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

	Due date

continue to strengthen supervision arrangements for all staff to help ensure that weaknesses in practice are identified and addressed to develop the overall quality of the provision	08/08/2025
ensure leaders review curriculum planning, including environment preparation, to support staff in implementing clear and consistent transition routines that promote calm, purposeful movement between activities and support children's ongoing learning	08/08/2025

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

- improve teaching skills so that children consistently benefit from rich learning experiences, considering how more fluent English speakers support less confident staff during learning experiences
- build on staffs positive teaching of polite behaviours so that all children are consistently supported to understand rules and boundaries.

Setting details

Unique reference number	2747725
Local authority	Hackney
Inspection number	10393589
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	3 to 3
Total number of places	60
Number of children on roll	16
Name of registered person	Satmar Nursery Trust
Registered person unique reference number	2747724
Telephone number	020 8806 2598
Date of previous inspection	11 February 2025

Information about this early years setting

Yetev Lev D'Satmar Nursery registered in 2023. It is located in the London Borough of Hackney. The setting operates 9am to 3pm Monday to Thursday, all year round. It operates on Fridays from 9am to 12.30pm during summer and from 9am to 11.30pm during winter. The setting is closed on Saturdays. On Sundays, the setting operates from 9.30am to 3pm during summer and 9.30am to 3pm during winter. There are six staff working at the setting, of whom four work directly with the children. Of these, three hold childcare qualifications at level 2 to level 6.

Information about this inspection

Inspector
Siobhan O'Callaghan

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and inspector carried out a joint observation. They looked at how well practitioners teach and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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.

If you are not happy with the inspection or the report, you can complain to Ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at https://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025