

# Yesodey Hatorah Primary Girls School

Yesodey Hatorah School, 153 Stamford Hill, LONDON N16 5LG



<b>Inspection date</b>	17 January 2019
Previous inspection date	13 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers and staff have good partnerships with other provisions, such as the host nursery school. These help them to support children in readiness for their future learning.
- Managers and staff are passionate about the continual self-reflection and development of the nursery. They have an agreed vision for the future and are motivated to achieve good outcomes for all children.
- Staff have identified effective ways to share information with parents and include them in their children's learning. Parents comment that they have good relationships with their children's key persons and value the work they do to support their children's ongoing development and individual needs.
- Children form strong attachments to staff and behave well. Children are confident, happy and know how to share. They are respectful and kind to each other. Staff meet children's and babies' emotional needs well.
- Staff help children to learn about diversity and about others within their community. Children learn about people's differences and similarities and how we are all equally valued, for example as they take part in activities and visits to local shops and places of interest.
- Staff do not consistently organise routines and large-group times as efficiently as they could. This means that children sometimes become disengaged from their learning and have to wait for long periods.
- Children in the toddler room do not consistently have independent access to a wide range of resources to enhance their play opportunities.

## What the setting needs to do to improve further

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

- improve the planning and organisation of daily routines and group-time activities so that children remain consistently engaged and motivated
- develop children's independent access to resources in the toddler room to enhance their learning opportunities in all areas.

### Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors. She assessed the impact these had on children's learning.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff. She discussed self-evaluation with the provider.
- The inspector spoke to parents and children to take account of their views.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Chris Lamey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a good understanding of their responsibilities to protect children in their care. They know the procedures to follow if they have any concerns about children's welfare, including protecting children from extreme views. Staff complete thorough risk assessments to ensure a safe environment. Managers deploy staff well throughout the nursery and maintain adult-to-child ratios to meet children's needs effectively. Managers work closely with staff to assess children's learning and monitor their ongoing progress. They have a good understanding of children's development levels and what to do to support their good progress. Managers monitor the development of children in groups well. Alongside staff, they have introduced activities to support boys' language development as they identified that some children were not achieving as well as they could be. Current documentation indicates that these gaps have closed or are closing quickly.

### Quality of teaching, learning and assessment is good

Staff talk purposefully with children and ask them questions to encourage their listening, attention and speaking skills. For example, staff ask questions such as 'What do you think will happen if?' and encourage children to repeat words and rhyming refrains. Staff know their key children well. They make accurate observations of children's abilities and, overall, plan effective activities to support their good development. Recent training has helped staff to develop the use of the outdoor space to support children who learn best outside. Staff regularly read stories to children and help them to learn new vocabulary and songs. Staff work well with relevant agencies and providers to assist children to receive the appropriate support they may need.

### Personal development, behaviour and welfare are good

Staff promote children's health and physical well-being effectively. Children test their abilities and develop their large-muscle movements as they climb, balance and jump from heights. Children enjoy using their large muscles to bang and hit metal objects on the sound wall. Children follow instructions, enjoy action rhymes and songs, and eagerly explore the equipment outdoors. Staff support children positively when settling into the nursery on entry and when moving on to another room. They establish effective partnerships with parents from the start and include them successfully in their children's learning journey. Staff share ideas with parents to enable them to support their children's learning at home.

### Outcomes for children are good

All children, including those in receipt of additional funding and those with special educational needs and/or disabilities, make good progress in their learning. Children are ready for their move to different rooms in the nursery or their eventual move on to school nursery. Babies develop good physical skills, such as moving and walking confidently. Older toddlers learn to use simple sentences and develop good language skills. Children demonstrate good independence and self-care skills. For example, they competently wash their hands and serve their own food at lunchtime.

## Setting details

<b>Unique reference number</b>	EY419251
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10071145
<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</b>	0 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Yesodey Hatorah Primary Girls School Trust
<b>Registered person unique reference number</b>	RP530257
<b>Date of previous inspection</b>	13 May 2015
<b>Telephone number</b>	02088 098 044

Yesodey Hatorah Primary Girls School registered in 2011. The nursery operates in the grounds of the school in Stamford Hill, in the London Borough of Hackney. The nursery receives funding for the provision of free early education for two-year-old children. It opens from 8.30am to 4pm each weekday, during term time only, and is closed for all Jewish holidays. The nursery employs 18 members of staff. Of these, 10 hold relevant early years qualifications at level 2 and 3.

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