

Inspection of Lubavitch Children's Centre

1 Northfield Road, London N16 5RL

Inspection date: 27 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the setting and play, learn and develop well. They have access to a good range of resources that support their enjoyment and progress effectively. The quality of teaching is of a good standard. Staff plan a range of experiences that are based on all areas of the early years curriculum, children's interests and the Jewish faith. For example, children have good multi-sensory experiences as they listen to staff read and act out stories with props based on their faith, and different people around the world. Children enjoy being imaginative and have a range of free choices. They have access to a variety of art materials and create collages and models. Children are confident and gain good social skills as they have fun playing with friends and with staff. Leaders and staff have high expectations for what children can achieve. For example, children's needs are met as there are thorough specifically personalised and effective strategies in place for children with special educational needs/or disabilities (SEND). Children behave well and develop effective levels of independence. For example, older children learn to change into their indoor shoes on arrival and hang up their belongings on their pegs. However, at times, some daily routines are not as well organised to fully promote children's learning and enjoyment. For example, older children carry on playing during tidy-up routines, and the lunch routines for the babies become slightly chaotic when they are taken from one area to the next.

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

- The environment is warm and welcoming. Staff are kind and caring, and they get to know children's individual needs very well. They consistently praise the children, which helps to promote their confidence and self-esteem. Staff use children's play to explore early mathematics and literacy. For example, as children collect pom-poms, staff encourage them to count and group them into colour and size. Children practise early writing skills as they make marks with coloured pens and paintbrushes and print on paper.
- Staff support children's developing communication skills well, including those who speak English as an additional language. They model language, repeat words and encourage children to join in with discussions and singing songs. Staff sit and play alongside children. They talk to them about what they are doing and read stories to them. For instance, staff describe activities in the role-play area and name the variety of real vegetables as the children pretend to cook with them. However, at times, some staff do not identify when to challenge and extend children's learning as they play.
- Children choose from a healthy range of kosher snacks and meals. They learn about good personal health and hygiene, such as washing their hands and brushing their teeth. Children have ample opportunities to develop their physical skills as they play in the well-equipped outdoor area. Staff help children to

develop a good understanding of and respect for other people around them. They plan opportunities for outings, such as visits to the park, museums, and to the local shops to buy ingredients for cooking and baking. In this way, children learn about the similarities and differences of the diverse community they live in.

- Leaders and staff work successfully together as a team. Staff say that they have good levels of support and opportunities to develop their skills. Accurate self-evaluation helps the manager and staff to identify and address areas for improvement. The manager acknowledges areas for improvement, including the babies' lunchtime routine, which does not work as well as other routine times of the day. She is currently working on this and on restructuring the environment in the baby room. In addition, the manager is working on developing the teaching skills of her staff to an even higher level.
- Partnerships with parents and a wide range of relevant professionals are well established. Children, especially those with SEND and those who receive funding, have timely and appropriate support where needed. Leaders regularly check on children's learning and development to ensure that they are progressing well, and that any gaps in learning are closing. All children, including those with SEND and those who speak English as an additional language, make good progress in relation to their starting points and develop the key skills needed for future learning. Parents' feedback shows that staff keep them well informed about their children's day and that their children are happy and settle in very quickly.

Safeguarding

The arrangements for safeguarding are effective.

The manager is fully aware of her responsibilities as the lead practitioner to safeguard children. For example, she follows thorough recruitment procedures with ongoing checks to ensure all staff are cleared as suitable to work with children. Staff have a good awareness of the indicators of abuse and know what to do if they have concerns about the safety of a child. Children play in a safe and secure environment that includes guarded entry into the setting and camera coverage. Leaders ensure there is an accurate record of children's attendance and that any absences are quickly followed up.

What does the setting need to do to improve?

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

- review the organisation of daily routines, particularly around tidy-up time and babies' mealtimes, to support all children's learning and enjoyment as much as possible
- support staff to make the best use of opportunities to extend and challenge children's learning to the highest levels.

Setting details

Unique reference number	EY540713
Local authority	Hackney
Inspection number	10107200
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	38
Number of children on roll	44
Name of registered person	Lubavitch (UK) Limited
Registered person unique reference number	RP540712
Telephone number	02088099050
Date of previous inspection	Not applicable

Information about this early years setting

Lubavitch Children's Centre registered in 2009. It is situated in Stamford Hill. The nursery is open each weekday from 8am to 6pm, apart from Fridays when the setting closes at 1pm. The nursery's ethos is to incorporate Jewish culture through the teachings of Lubavitcher Rebbe. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 18 staff. Of these, the manager is qualified to level 7, one staff member has qualified teacher status, 10 staff are qualified at level 3, and two hold qualifications at level 2.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector held regular discussions with the manager and the staff.
- The inspector undertook a learning walk around the premises with the manager and discussed how the curriculum is implemented.
- The inspector looked at the documents available, including children's attendance records, risk assessments and policies and procedures.
- The manager and the inspector evaluated the effectiveness of two planned activities together.
- Evidence of the suitability and qualifications of staff working with children was checked by the inspector.
- The inspector spoke to children and parents and took account of their views.

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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