

Inspection of Lubavitch Children's Centre

1 Northfield Road, London N16 5RL

Inspection date: 28 August 2025

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Staff place children and their families at the heart of their work at this welcoming nursery. Children are confident and settle well. They are eager to play with their friends. Children form strong relationships with their key person and the other staff working in the nursery. Staff support children's transitions through the nursery and beyond well. The processes in place when children move rooms are flexible and meet their specific needs. This helps them to feel safe and secure.

The curriculum is interesting and varied. Staff are skilled at adapting their interactions to meet the individual needs of children. For example, during number play, staff encourage younger children to recognise numbers and older children to recite numbers. Children's physical skills are supported well as staff encourage children to safely climb, balance and ride on play equipment.

Children are eager and enthusiastic to learn more. They show curiosity and inquisitiveness in their play. Staff use effective questioning to encourage children to think critically and to probe for answers that make sense to them. Staff model expected behaviour, supporting children to play cooperatively and be kind to one another. As a result, children treat each other with respect.

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

- Staff ensure that the curriculum is implemented daily through the provision of appropriate resources and play opportunities. They aim for high standards, using their observations of children to understand their progress and building logically on this. Robust monitoring ensures that all children are making good progress and enables staff to address any weaker areas. Staff use additional funding well to further promote children's learning.
- The curriculum for communication and language is a real strength. Staff support younger children to learn new words from familiar stories. Older children explore the dough as they make Challah bread, and staff and children repeat the texture is 'soft'. This broadens children's ever growing vocabulary.
- Children with special educational needs and/or disabilities are well supported. Parents are encouraged to carry out strategies that are used in nursery to help children's learning continue further. For example, if a gap in children's speaking skills is identified, staff share advice with parents about how to improve communication.
- While the session runs smoothly throughout the morning and children are engaged in their play, the organisation at transition times, such as preparation for lunchtime or larger group activities, can be disruptive. Staff are sometimes busy with other tasks and children are not engaged in a meaningful way.
- Staff plan a range of opportunities for children to explore their local community.

Children feel excited to share their experiences, such as a recent visit to the local shops to buy ingredients for cooking activities that are planned. This promotes children's tolerance and respect for the world around them and other people.

- Children behave well and demonstrate an understanding of appropriate behaviour for their age. Staff encourage them to take turns and be kind to their friends. Children, as a result, share resources independently, which shows a developing awareness of the needs of others.
- Children's self-care and independence skills are promoted well through daily routines. Staff teach children about hygiene routines and healthy eating. Children form healthy habits and learn skills for life.
- Partnerships with parents are strong. Parents are kept well informed about their child's progress through, for example, daily conversations and information shared electronically. Staff provide parents with ideas about how to continue their child's learning at home and offer them access to a book lending library. In addition, parents are invited into the nursery to take part in events, such as craft sessions. This collaborative approach supports children's continuity in development.
- Staff feel valued and well supported by leaders. They receive ongoing coaching and access training appropriate to their roles. Leaders recognise that staff learn in different ways and plan bespoke professional development based on their individual needs. This helps staff to provide consistent care and education to children.

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:

- improve the organisation of transition times to ensure that all children are fully engaged and supported at these times.

Setting details

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| Unique reference number | EY540713 |
| Local authority | Hackney |
| Inspection number | 10399326 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 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 | 27 November 2019 |

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 employs 16 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 to level 7. The nursery provides funded early education for all eligible children

Information about this inspection

Inspector

Joanna Wilkinson

Inspection activities

- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 nursery with the inspector.
- The inspector, the manager and the deputy manager carried out a joint observation of a physical development activity.
- The inspector looked at relevant documentation and reviewed evidence of the 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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