

# Inspection of Beis Yaakov Pre-Nursery

8 Queens Road, London NW4 2TH

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Inspection date: 15 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Leaders and managers at this setting are extremely passionate about providing high-quality care and education. This translates into an enthusiastic staff team that delivers an extremely broad curriculum that engages all children. Children run enthusiastically into the setting, eager to begin their day. Children are extremely happy, focused and lead their own play. They expertly navigate the learning experiences on offer, persevering and showing resilience when tasks become difficult. Staff are highly skilled at providing support and encouragement where needed without taking over.

The setting has exceptionally high expectations of all children. Children show tremendously high levels of independence throughout the nursery day. They understand the routines of the day and what happens next, meaning they feel safe and secure. Children show pride in their nursery environment, tidying up during the day and taking care when using resources.

Children's behaviour is impeccable. They show empathy for others when they are sad. Children negotiate sharing resources and taking turns with others without needing prompting. Children say please and thank you to each other. They play together exceptionally well, seeking others out to share ideas to achieve specific results.

Staff are extremely quick to praise children and all children's achievements, both small and large are celebrated. This enables children to develop high levels of confidence and self-esteem.

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

- The staff know children exceptionally well. They are aware of their starting points and the curriculum is extremely well designed to ensure that all children make very good progress from their starting points. Where staff identify children who excel in particular areas of learning, they ensure that these talents are nurtured and encouraged through additional activities.
- The curriculum is extremely well sequenced to ensure that children build on what they already know. The curriculum is ambitiously designed to offer challenge to children that are ready. Children are exceptionally well prepared for the next stage of their learning.
- Staff are skilful at consolidating children's learning and capturing their imagination. They use the topic of 'The Very Hungry Caterpillar' to recall past learning of numbers one to 10 and have discussions around healthy eating. The setting has caterpillars growing. The children watch with fascination and discuss the changes they see happening, using newly acquired words such as 'cocoon'.

The transformation of caterpillar to butterfly will then lead into the last termly focus of transition as children get ready for their next stage of learning.

- The setting provides children with an extremely language-rich environment. Children share in stories with staff members. Staff read with interest, allowing children to join in with familiar refrains. Time is taken to give children opportunities to recall what has happened and make predictions about what might happen next. Children demonstrate their understanding of familiar stories, such as 'The Three Little Pigs', by acting them out independently using small-world construction materials and animals.
- Staff interactions with children are extremely positive. They show a genuine interest in what children have to say. Staff are skilled in modelling language to children. They introduce new language, such as 'reflection', which children then repeat in their play. Children develop a wide vocabulary that allow them to express their ideas, recall past events and share in experiences with others.
- Partnership with parents is exceptionally strong. Parents speak incredibly highly of the setting. They compliment the warm, caring, and passionate nature of the staff as well as the learning delivered. Parents report how their children have blossomed within the setting, growing in confidence during their time there.
- Children learn about the diverse community they live in and about what makes them unique. Children learn to respect each other and listen to what others have to say. During small group times, each child can contribute to the discussion, building confidence and sharing their ideas with others.
- Leaders and managers ensure that all staff understand the expectations of the setting through regular training and meetings. Staff are encouraged to undertake continuous training for their own professional development. Staff report that they feel extremely well supported by senior leaders.

## Safeguarding

The arrangements for safeguarding are effective.

The nominated individual has an extensive knowledge of safeguarding requirements. They have attended regular training to keep up to date. Regular training is delivered to all staff to ensure that they understand the procedures to follow should they have concerns about children. Staff can give clear examples of what signs they may see if a child is at risk of harm or abuse. All staff understand the procedure to follow if an allegation is made against a member of staff. When taking trips to the local park, children are taught about road safety and 'stranger danger'. Staff understand where to go if they have a concern that children may be exposed to extreme views.

## Setting details

<b>Unique reference number</b>	2542191
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10215381
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Beis Yaakov Pre Nursery Ltd
<b>Registered person unique reference number</b>	2542190
<b>Telephone number</b>	07706010050
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Beis Yaakov Pre-Nursery registered in 2019. It is located in Hendon in the London Borough of Barnet. The nursery opens Monday to Friday from 9am to 2pm, during term time. The nursery currently employs five members of staff, three of whom hold childcare qualifications. The nursery is in receipt of funding for eligible two and three year olds.

## Information about this inspection

### Inspector

Natalie OLeary

## 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 nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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