



North Cheshire Jewish Nursery Education Trust

Inspection report for early years provision

Unique Reference Number	EY340703
Inspection date	26 February 2007
Inspector	Barbara Christine Wearing
Setting Address	St. Anns Road, Heald Green, Cheshire, SK8 4RZ
Telephone number	0161 282 4500
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Registered person	North Cheshire Jewish Nursery Education Trust
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

North Cheshire Jewish Nursery has been registered since 2006. The facility operates from a dedicated nursery building in the campus of North Cheshire Jewish Primary School, which is in the Heald Green area of Stockport. The nursery is open from 08.00 to 18.00 Monday to Thursday. On Fridays the nursery opens from 08.00 to 16.00 from February to October and from October to February the nursery opens from 08.00 to 14.00. The nursery is open all year round except for all Jewish festivals and public holidays.

There are currently 50 children aged from six months to four years on roll. Of these 19 children receive funding for early education. The nursery currently support a number of children with English as an additional language.

A total of 13 staff care for the children, nine of whom hold an early years qualification, two of whom are teachers. Two staff are currently working towards an early years qualification. The nursery is a member of the National Day Nursery Association and the staff gain support from an Early Years Improvement Officer.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from the spread of infection and cross-contamination as staff follow clear and comprehensive policies and procedures in order to maintain a healthy and hygienic environment. These include cleaning rotas, food handling policy and nappy changing procedures. The effective sick child and administration of medication policy ensure that children are well taken care of if they are ill.

Children greatly enjoy relaxed, sociable snacks and mealtimes and benefit from a healthy, balanced diet of freshly prepared meals. Staff gently encourage children to try the variety of foods provided while respecting their choices. Babies develop their independence as they begin to feed themselves using fingers and appropriate utensils and are supported as appropriate by the sensitive staff. Children have water available to them throughout the day. Staff are vigilant in ensuring that children have regular drinks and children are aware that this is to keep them hydrated. Children also learn about keeping themselves healthy as they chat about food values at mealtimes, prepare healthy foods such as porridge and engage in topic related activities. They develop independence in their personal hygiene skills as they take themselves to the toilet and wash their hands using the easily accessible soap dispensers.

The majority of children enjoy daily physical exercise in the outdoor play area. There are a good variety of toys and resources available for outdoor play but they are not organised in a way that maximises their use. Younger babies do not go outdoors on a regular basis throughout the year. Therefore, limiting their opportunities to benefit from fresh air and a varied environment.

Staff work closely with parents to ensure that children's individual dietary and health needs and preferences are met. Staff working with the very young children are skilled in ensuring that their emotional well-being is fostered. They are affectionate and attentive, quickly respond to their needs and follow their individual routines as discussed with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery building is well organised and maintained, allowing children plenty of space to freely explore within a safe, stimulating, bright, warm, welcoming and friendly environment. The toddlers and pre-school children benefit from opportunities to play together during the play sessions and move confidently between the two rooms. Low-level equipment and storage encourages children to develop their independence, self-help skills, self-esteem and ability to make choices. Children of all ages choose from the wide selection of good quality, well

maintained toys and resources, the vast majority of which are easily and safely accessible to them. They show high levels of involvement in their chosen play activities.

The risk of accidental injury is minimised as staff carry out comprehensive and regular risk assessments, follow clear procedures and supervise children closely. Children develop skills to keep themselves safe as they learn to use tools such as scissors and cutlery, and are given opportunities to learn how to climb and balance within a safe and supervised outdoor environment. They also learn about road safety through activities, discussions and a visit from a road safety officer. Children are well cared for in the event of an accident as there is a clear accident procedure and the majority of staff have a valid first aid certificate.

Children are protected from harm as they are cared for by adults who are vetted and have relevant experience, knowledge and skills. There is a clear safeguarding children policy in place that includes all necessary details and contact numbers and is in line with the current Local Safeguarding Children Board procedures. Staff are aware of their responsibilities within these and parents are informed of the nursery's role.

Helping children achieve well and enjoy what they do

The provision is good.

Staff are developing a good understanding of the 'Birth to three matters' framework. This is demonstrated in their skilful interaction with children and the effective observation, recording and planning procedures. Staff have an in-depth understanding of each child's development and progress and of the next steps for their development. These are clearly recorded for the younger children within the nursery. Children benefit from excellent relationships with staff who show a genuine interest in their development, concern and sensitivity to their individual needs and take pleasure in their achievements. Therefore, children are happy and quickly become confident with staff and secure with their key workers.

Children throughout the nursery are busy, highly stimulated and have fun. Staff enable and encourage children to fully explore their environment. Babies have great fun as they thoroughly explore paint that is provided for them on paper plates on the floor. They become more inquisitive and confident as they put in their hands, feet, arms and legs. One child states that it is cold. Staff enjoy their time with the babies, chatting to them about their experiences and sharing in their delight, taking photographs of activities to show to parents. Younger babies use their senses as they play with sand and pasta. Staff encourage them to become skilful communicators as they respond swiftly to their verbal and non-verbal communications, repeat their sounds and 'talk' and share books with them as their language develops. Children access a good range of natural resources that are available throughout the nursery both indoors and out. These provide children with many opportunities to freely explore using all their senses and to develop their imagination and skills without the constraints of some conventional toys. Children in the toddler room are extremely confident and active as they explore their own and the pre-school room. They engage in a wide range of activities and particularly enjoy the freedom to use a range of creative resources. They are skilled in using glue and choose various collage materials to create their own crowns and shakers to use as they act out the story for the festival of Purim.

Nursery Education

The quality of teaching and learning is good. The pre-school room is well organised and children make good use of the majority of the well resourced, consistent learning areas. They therefore set their own challenges and practise and consolidate their skills in most areas of development. Staff have an in-depth knowledge and understanding of the Foundation Stage, child development and the progress of the children they are caring for. This is clearly demonstrated by their skilful interactions with children, the effective organisation of the room and daily routine and the long and medium term plans. Procedures are in place for short term planning and development records, however, these do not always contain enough detail and do not clearly reflect the high standards of provision or the knowledge that staff have of children's individual stages of development or next steps.

Children are interested and motivated to learn and are happy, confident and assertive throughout the day. Children co-operate with each other as they complete a jigsaw and as they engage in role play, small world activities and construction play. They take a pride in their own and other's work and achievements. Children show a strong sense of right and wrong and an awareness of expected codes of behaviour and they regularly remind each other of these. They use sand timers to enable them to take turns with equipment such as the computer and seek out the support of staff to re-affirm other rules as necessary. Children develop a strong sense of the Jewish community, religious beliefs and an awareness of and interest in other cultures and beliefs. Children and their families are welcomed to join in Shabbat each week. Children are secure within the routines of the nursery and are keen to take responsibility within these, such as being the helper for the day, whose tasks include helping setting the tables for dinner.

Children become highly skilled communicators. They chat confidently to adults and each other throughout the day. At circle time they enthusiastically show items that they have brought from home, explaining to the group what they are and how they work. Staff are skilled in asking open ended questions that extend children's thinking and widen their vocabulary. During free play sessions children chat to each other to negotiate, discuss ideas for play and to express their likes and dislikes. There are many spontaneous and planned opportunities for children to link sounds to letters and they are becoming skilled in this area, recognising that 'm' is for 'Monday' and 'Max'. Children are given appropriate support as they develop their handwriting skills at adult-led activities. Some children are able to name letters and write their own name. A good selection of writing materials are available, however, they are not as easily accessible as other resources and are not used as frequently. Therefore, children do not often practise their writing skills or make marks for a purpose spontaneously or independently during the play sessions. Children enjoy looking at books throughout the day. They actively listen to a story during group time and look at books or read stories independently with peers and adults during free play sessions.

Children count and use mathematical language throughout the day. They develop a good understanding of number and begin to recognise some numerals. They count the number of children present, find the numbers for the calendar, calculate how many more cups are needed at lunch time and a child describes something as being 'really, really heavy'. Posters and displays of children's work re-enforce this area of learning. Children enjoy many varied opportunities to explore and investigate a range of materials and experiences. They observe a banana changing

colour, investigate air as they blow bubbles, plant bulbs and play with magnets. Staff take spontaneous opportunities to explore and learn such as studying ice and snow melting during the cold weather. Children are highly imaginative and creative in their design and making skills. They freely use an excellent selection of consistently accessible resources. These include construction sets that they use to make 'flying, copter, car aeroplanes'. They particularly enjoy using various collage materials, cartons and boxes with different types of glue. They use modelling materials such as dough, to which children add spaghetti and sweet wrappers to create a 'sculpture of a volcano'. Children take great pride in their work as they show it to the appreciative members of staff. Children develop good skills in the area of communication and information technology as they freely access a computer and operate simple educational programs and use equipment such as a till and a tape recorder.

Children develop good fine motor skills as they access equipment such as scissors, paint brushes, construction toys and dressing up toys. They benefit from regular opportunities for outdoor play and have access to equipment that will develop their large muscle skills, coordination, balance, jumping and climbing. The nursery has devised a comprehensive development plan for this area but it is not yet in place. Children take part in weekly music sessions and listen to different styles of music at various times during the day. They enjoy singing familiar songs, follow actions and spontaneously use chopsticks on a bowl to beat a rhythm. Children use their imagination during their play with small world activities, construction toys, role play and through general chats with their friends. Their individual creativity is nurtured and valued. Staff display their art work and take photographs of their models.

Helping children make a positive contribution

The provision is good.

Children are confident, have a high self-esteem and positive self-image. Staff value children and treat them with care and respect. Children are given responsibilities and many opportunities to make choices within consistent boundaries. They are therefore secure and have a strong sense of belonging. Children develop an understanding and awareness of the diversity of our society as they freely access resources that reflect non-stereotyped images, learn about various celebrations, customs and festivals and talk about similarities and differences. Children's spiritual, moral, social and cultural development is fostered.

Staff manage children's behaviour in a calm and consistent manner. They support children in managing their own and other's behaviour and give children lots of praise and encouragement for their efforts and achievements. Children are polite, generally play harmoniously and enjoy the freedom to explore within appropriate boundaries.

Partnership with parents and carers is good, thus maintaining consistency for children and enabling their individual needs to be met. Staff communicate closely with parents to develop a good understanding of children's individual health, dietary, social, emotional needs, religious and cultural beliefs and ensure that these are well catered for within the provision. Parents share information regarding their children's needs during an effective settling in process and on an ongoing basis. Daily record sheets are given to parents of young children giving information regarding the children's food and drink intake, activities, sleeps and nappy changes. Parents are given good quality information regarding the nursery's policies and procedures and

have various opportunities to share their views. They are highly complimentary about the standards of care and education their children receive and how open and approachable the staff team and manager are. Parents are actively involved in their children's learning as they bring in topic related items from home. Photographs of children at play are displayed throughout the nursery and they are given basic information about the activities children have taken part in. However, they are given limited information regarding the Foundation Stage or the 'Birth to three matters' framework curriculum. Parents are aware that staff keep records of their children's development. There is no formal procedure in place for sharing these with them although there are many verbal exchanges of information regarding children's achievements and activities at nursery and at home. The nursery has close links with the school. Visits to share in festivals and special events aids a smooth transition for children to this school.

Organisation

The organisation is good.

Staff organise their rooms, time and daily routine well. Children therefore benefit from taking part in a wide range of activities and experiences and from high levels of staffing. Staff are treated with respect and are valued. They attend regular training sessions, have a good awareness of routines, the setting's comprehensive policies and procedures and of their roles and responsibilities within these. They work closely together, are enthusiastic and highly motivated and develop good levels of knowledge and understanding of child development, the 'Birth to three matters' framework and the Foundation Stage. Children are safeguarded as they are cared for by staff who have undergone a rigorous vetting procedure and have received a comprehensive induction. Therefore, children's health, safety, enjoyment, achievement and ability to make a positive contribution is promoted.

The quality of leadership and management of the nursery education is good. The manager has clear expectations of staff and supports them well in meeting these. The quality of care and education is monitored and evaluated effectively. There are various forums for staff to share views and give suggestions for developments, the manager spends time within the rooms and they work closely with the Early Years Improvement Officer. The manager therefore has a clear vision for developments within the nursery and implements these appropriately, ensuring that staff are given appropriate support and training. The nursery works closely with parents to effectively support children with English as an additional language. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- put in place the plan for the development of the outside play area and ensure that younger babies have more regular opportunities to be outside (also applies to nursery education)
- develop more ways to share information with parents regarding the curriculum and their children's progress (also applies to nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning and development records; ensuring that all details on the planning sheets are completed and that development records reflect the staff's knowledge of individual children and include next steps for children
- encourage children to 'write' or 'mark make' spontaneously throughout the play sessions, practising and consolidating skills developed at adult led activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk