

Hale Synagogue Nursery School

Inspection report for early years provision

Unique Reference Number	EY263893
Inspection date	30 May 2007
Inspector	Julie Firth
Setting Address	Hale Synagogue, Shay Lane, Halebarns, Altrincham, WA15 8PA
Telephone number	0161 903 9486
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Registered person	Hale and District Hebrew Congregation
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Hale Synagogue Nursery opened in 1980 and has been registered in the current building since 2003. The nursery has sole use of the first floor of the Phil Davies Community Centre in the Hale Barnes area of Trafford. This consists of three group rooms, an office, kitchen and toilets. The nursery also has use of a large hall, small room and outside play area downstairs.

The nursery caters for the local Jewish community. There are currently 45 children from birth to five years on roll. This includes 15 children in receipt of nursery education funding. It is open from 08.00 to 18.00 Monday to Thursday and 08.00 to 16.00 on Friday, Shabbat allowing. The nursery is open all year round but closes for public and Jewish holidays.

The nursery supports children with disabilities and children who speak English as an additional language. The manager is qualified and eight staff hold a National Vocational Qualification in childcare. The nursery employs a qualified early years teacher and receives support from Trafford Sure start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very well protected from infection through hygiene routines as there are clear health and hygiene policies and procedures in place, to help minimise the risk of cross-infection. A written sick child policy excludes children who are ill and prevents infections being spread. Children receive good levels of care if they are unwell because all staff hold first aid certificates and a first aid box is within easy reach. Staff follow nappy changing procedures and wear gloves. However, children are changed in the baby room resulting in bad aromas where young children are playing. Independence skills are promoted and developed as children wash their own hands after the toilet and before eating. Planned activities, such as looking at how the body functions further enhance children's awareness of health and hygiene. Fine motor skills are enhanced as young children manipulate play dough and use scissors.

All children access outdoor activities daily which contribute to their good health. Babies have access to play gyms and rings, encouraging them to reach out and crawl. Whilst outside in the play area, young children are able to run around in fresh air and manoeuvre cars and bicycles. Older children practise their balancing and climbing skills and they enjoy participating in exercise and games. A planned sports day indicates children being involved in competitive activities against each other to receive a reward. A teacher attends on a weekly bases to practise yoga with the children encouraging them to stretch their bodies. Children also have use of a large soft play area, within the building, giving them an opportunity to jump on the large equipment.

Children enjoy a healthy diet as staff promote nutritious options by providing a variety of fruit and hot food. Procedures are in place to record children's health and dietary needs and the cook and some staff hold a food hygiene certificate. Menus are alternated and the cook ensures that children have a balanced diet. As they eat, the staff talk to children about the importance of a healthy diet, therefore promoting children's understanding of healthy options. This is extended as the children colour pictures of the fruits of Israel. Meal times are relaxed, social occasions, where children chat happily together and take turns to independently give out food and drink. Children have access to water at all times as staff have an understanding of the need for children to be continually hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are warmly greeted as they arrive, helping them to feel a sense of belonging. A bright hall entrance and colourful wall displays of children's art work and friezes create a stimulating environment. The premises are well maintained and children are split up according to their age. The baby room is set out well, enabling young children to crawl, pull themselves up and move around safely, accessing their equipment. There is a wealth of indoor and outdoor equipment available for children of all ages, which are of very high quality and conform to British standards. Toys and materials in all rooms are organised for easy access, allowing children to make choices and develop their independence.

All reasonable steps have been taken to ensure that children are cared for in a safe and secure environment. Good procedures are in place for the safe collection of children, which include detailed risk assessments and records of visitors. An effective arrivals and departure registration procedure is in place. Staff manage access to the building very well, preventing unknown

persons entering and a high level of security is adhered to around the premises. Children learn about fire safety and regularly practise fire evacuation procedures, helping them to understand what to do in the event of an emergency evacuation. Activities and visits from people who help us, such as the police and fire officer further enhance children's awareness of safety.

Children's welfare is well protected as adults have a good understanding of safeguarding children and understand their role to protect children. They are aware of signs and symptoms of abuse and know who to contact for advice or to make a referral. All injuries are recorded correctly. Staff keep up to date with their training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and happy and are purposely engaged in a good range of activities which they enjoy. Babies become aware of their bodies as they look in mirrors and make prints of their hands and feet. They receive lots of hugs and cuddles forming strong bonds with their carers. Early communication skills are developed as staff respond enthusiastically to children's chatter and facial gestures. An established key worker system ensures that children are cared for by familiar staff and by people who know them well. Young children enjoy playing with toys that are colourful and make pleasant sounds. They gaze in wonder as they press the button on a musical instrument and it makes a noise. They become engrossed in role play in the home corner and sit on the mat with small world toys. Children enjoy sponge painting, use blow paint pens, threading beads, creating collages, making play dough models, dressing up, matching word games and baking ginger bread people. A chalk board at floor level in the baby room enhances children's mark making skills. A music teacher attends on a weekly bases encouraging children to shake their instruments and move to music.

Children have access to natural materials, such as gloop, jelly, sand and water and staff provide treasure baskets and holistic play for babies. However, they do not always encourage young children to use these resources at all times. This hinders young children's sensory development. Children listen with great delight to the rabbi's wife who attends for story time every Friday for the Shabbat party. They also take a trip to the local park to celebrate a recent festival.

Children enjoy singing songs together, and during circle times when they talk about their experiences whilst others listen. They constantly ask questions and respond well to challenges. Staff share stories with children in large groups, helping them to learn that print carries meaning. The nursery has a good awareness of the 'Birth to three matters' framework. Staff use the curriculum very well to plan a wide variety of stimulating activities, and information is clearly displayed around the walls of the corridor. Children each have an individual file and assessments are used against the components of the curriculum. Staff observe children as they play and use this information to help progress children both educationally and socially. They are aware of meeting their individual needs, such as settling in new children and developing confidence and self-esteem, as they encourage them to play with their peers. Children are learning right from wrong as they are gently reminded by staff to share and take turns. Older children also remind younger children to tidy up and all children are encouraged to be kind and become friends.

Nursery Education.

The quality of teaching and learning is good. Staff have a clear awareness of the early learning goals, which is reflected in the broad and varied range of activities offered to the children. As a result children make good progress. Children experience a variety of teaching methods and

there is a good balance of child-initiated and adult-led activities. Skilful questioning from staff help develop children's learning and thinking as they are constantly asking them about colour, the weather and shapes. Meticulous planning from a qualified teacher ensures regular assessments are undertaken to monitor children's progress and staff use this information to identify the next steps in children's learning. Activities are planned with topics which reflect the interests of the children and cover all six areas of learning.

Children are beginning to form friendships and develop good communication skills as they chat to each other whilst they play. During activities and at story times, children are able to sit quietly, listen with interest and concentrate for sustained periods of time. Children take responsibility, are very confident and are involved in the daily routines of the nursery. Children are becoming independent as they manage their own personal care and hand out snacks. A monitor is chosen each week and they really strive to help each other. Children benefit from the strong emphasis on the enrichment of language and communication that is promoted throughout the nursery. Play situations provide children with the opportunities to link sounds to letters and to identify and write their names. Staff share stories with children in large groups. However, the book area is not inviting which results in children not using it fully to read for pleasure. Children explore the concepts of shapes and patterns and have opportunities to help them think when completing jigsaws and constructing models with building blocks. They have opportunities to count during number rhymes, count their body parts and when baking. Hand made number games further enhances children's awareness of number. However, more able children have limited opportunities to calculate.

Children have good knowledge of the local environment as they visit the local green grocer and they create a map on their own of how to reach their destination. They look at where different animals live, mini beasts and the differences between a living plant and a non living object. The children discuss the daily weather and speak of a hot and cloudy day and they participate in planned themes of the seasons. A recent visit from a zoo technician gives children a good knowledge of where animals live. They plant seeds and watch carefully how they grow. They understand how to move the mouse when using the computer programme and have the use of cassette players and headphones whilst in the Technology area. Children use their imagination using a variety of media. A wide range of creative activities are available for young children which include a good range of musical instruments, access to dressing up clothes during role play in the green grocers, a home corner and hot air balloon. They enjoy making flags of Israel, use frogs as props to act out plagues in a recent story and painting Pharaoh masks.

Helping children make a positive contribution

The provision is good.

All children are included in activities and their individual needs are well met. Children enjoy learning about different cultures and benefit from staff's positive role models and attitudes. Meaningful experiences, such as celebrating Chinese New Year and looking at countries on the world map, allow children to appreciate the diverse society in which they live. Children enjoy celebrating Jewish festivals and planned activities ensure that children gain a good knowledge of their own faith. Children show concern and support each other during their play. Older children strive hard to assist younger children at all times. Children are well behaved and respond to the positive behaviour management strategies employed by staff, who remain calm and consistent at all times. Children contribute to making their own ground rules and words of kindness are displayed around the nursery. Children's contributions are valued and their achievements are constantly celebrated, which helps to promote their confidence and

self-esteem. A reward system indicate children happily putting stickers on the Mitzvah mountain. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are warmly welcomed into the nursery at the beginning and end of the day. They receive a booklet which contains information about the setting and the early learning goals. They are actively involved in their children's learning. They are kept fully informed of their children's progress as they are invited into the nursery, both formally and informally, at frequent points throughout the year to see assessments, profiles and children's work. Notice boards around the corridors and weekly newsletters help to keep parents up to date with their children's activities and progress during the day. Parents expressed a high degree of satisfaction with the service provided. They appreciate the 'very good and approachable staff ' and they say 'how well the weekly written reports help to identify what my child is learning'. A wealth of thank you cards displayed around the manager's office indicates children's and parents' appreciation of the care provided. A complaints procedure and log is in place for parents to follow at all times.

Organisation

The organisation is good.

Children are cared for in a positive and supportive environment, which effectively promotes their development. The nursery's commitment to improvement is reflected in the good programme for staff training and the detailed process of self-evaluation, which includes continuous assessment of planning and practice. The manager and the staff are dedicated and work very well as a team. Staff ratios are well maintained and staffing levels are organised to ensure that children have good support at all times. New staff receive an induction, helping them to become familiar with the operational plan. The manager is aware of the staff's strengths and weaknesses and an appraisal system is in place. Staff have undertaken training in first aid, 'Birth to three matters' framework, outdoor play and the Foundation Stage curriculum. This maintains and improves the quality of care and learning for all children.

Space is organised well to provide children with a range of activities which cover all areas of their learning. All policies and documentation relating to the continuity of care for children are in place and are of a good standard, they are regularly reviewed.

The leadership and management of the group is good. The manager actively encourages all staff to review and monitor their practice through regular meetings, planning evaluations and discussions about children's individual files. She liaises well with the deputy manager, the committee and Trafford Sure Start and recognises the importance of making improvements to provide children with a good quality nursery education. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

On the last inspection the nursery were asked to conduct a risk assessment on all areas of the premises. There were also asked to ensure all details are included in the child protection policy and the procedures for lost children and to ensure parent's sign for all accidents and medication, ensuring they are kept confidential.

The nursery now undertakes written risk assessments on all areas of the premises. There is a detailed child protection policy and a policy for lost and missing children. All of which enhances children's safety. Accidents and medication records are signed by parents to ensure children's

continuity of health and safety. These are kept with the children's individual files and are locked in a filing cabinet at all times to ensure confidentiality.

Complaints since the last inspection

Since April 2004 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 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 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):

- conduct a risk assessment on areas used to change nappies
- ensure children have access to natural materials at all times to enhance their sensory development.

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):

- extend children's opportunities to further their calculating skills, make the book corner more inviting to encourage children to read for pleasure.

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