

Bury and Whitefield Jewish Nursery and Out of School Club

Inspection report for early years provision

Unique Reference Number	316754
Inspection date	12 March 2008
Inspector	Jane Shaw / Janice Linsdell
Setting Address	Parr Lane, Bury, Lancashire, BL9 8JT
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Registered person	The Governing Body of Bury and Whitefield Jewish Nursery
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 satisfactory. 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?

The Bury and Whitefield Jewish Nursery and Out of School Club opened in 1987. It is organised and managed by the governing body of Bury and Whitefield Jewish Nursery School. Both provisions operate from three main rooms within a purpose built state maintained nursery unit in Unsworth, Whitefield, Bury, Lancashire.

A maximum of 26 children may attend the nursery at any one time and a maximum of 32 children may attend the out of school club. The nursery is open each weekday from 08.00 to 17.30 during school term and occasional school holidays. The out of school club opens during term time from 08.00 to 08.45 and 15.30 to 17.30 Monday to Thursday, closing at 15.30 on Fridays. During school holidays, the out of school club opens from 08:00 to 17:30.

There are currently 23 children aged from two to three years on roll within the nursery. Of these, six children aged three years, receive funding for early education. Sixty children are currently on roll within the out of school club. The setting serves children of the Jewish faith. The nursery and out of school club currently support a number of children with learning

difficulties and disabilities, and children who speak English as an additional language. Children attend for a variety of sessions, either full or part time.

The nursery employs six staff. Of these, three hold appropriate early years qualifications, with a further two staff working towards a qualification, and two staff completing additional training. Ten staff work within the out of school club. Of these, six hold appropriate early years qualifications, with one member of staff working towards a qualification, and a further one member staff completing additional training. Some staff work within the nursery and out of school club.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy good health because staff follow effective hygiene practices to keep the premises clean. Nappy changing procedures are hygienic as staff wear aprons and gloves, and encourage the children to clean their hands afterwards. Children wash their hands thoroughly as part of religious routines, and when they visit the toilet independently they remember to wash their hands using the liquid soap. Some staff are trained in first aid, which means children's accidents are dealt with appropriately. The procedures for administering medication to children are followed correctly, therefore safeguarding their health.

Children help themselves to their own bottles of drinking water and there is a good variety of freshly chopped fruit accessible throughout the day. Snack times are organised so that children can sit together to have a drink of milk and eat a healthy selection of vegetables, such as peppers and cucumber. Healthy and nutritious meals are carefully prepared in the main school and children eat their lunch in the school hall, before school pupils arrive. This is a sociable experience for the children, where tablecloths and flowers are placed on the table, and soothing music is played in the background.

Children thoroughly enjoy taking part in the weekly 'tumble tots' sessions and show much excitement when they see the van arriving. They very much enjoy completing the challenging obstacle course, under the watchful eye of the staff. This really benefits their physical development. Children can rest comfortably in the cosy sensory area, where they can relax on the cushions under the calming lights. Children also enjoy regular opportunities to play outdoors in the outdoor play space or undercover in the link play area between the two main buildings. This covered area enables children to have outdoor play all year round except in very extreme weather.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

In the main, there are some good systems in place to ensure children's safety. For example, security cameras are positioned throughout the building and the main entrance is closely monitored by staff. Visitors are requested to sign in on arrival and given a clear explanation of the fire safety procedures. The environment is inviting and stimulating for children, with a wide variety of good quality resources to support their play and enjoyment. Staff ensure all equipment is safe, well maintained and easily accessible to the children.

The risk assessment for the premises is very detailed, but it has not been reviewed on an annual basis as planned. Decanted cleaning bottles are not always labelled and the fire door in the nursery room is difficult to shut. Also, the daily registers for children and staff within the nursery are not accurately maintained. As a result, staff are not always clear about children's whereabouts or the exact number of children on the premises at any one time.

Staff supervise the children appropriately to keep them safe. They remind children about the safety rules, such as not to run indoors and to take care when playing with the toys. This helps children to develop an awareness of their own safety and the safety of others. Staff understand their role in safeguarding children and protecting them from harm. Relevant procedures are available to assist staff in taking appropriate action to protect children, and some staff have attended training in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy and enjoy their time at the setting. They take part in a wide range of interesting activities to promote their learning and enjoyment, such as crafts, sand, role play, construction and using the computer. Staff complete an individual care plan for the children, which helps to ensure their needs and preferences are well met. The daily routine includes planned times for communication, key working and focussed activities, and the continuous provision of resources enables children to make choices in their play. Staff support and guide children's play well and make sure they are engaged in activities which are purposeful and fun.

Children invite adults to have their hair done in the well equipped hairdressers. They show determination as they pull out the heavy dressing up box and search for their favourite costume. Children enjoy listening to the story about Purim and younger children show excitement as they stamp their feet and 'boo' the character of Haman. Most children sit and listen well at circle time, as they discuss the weather and talk about suitable clothing to wear during 'April showers'. Photograph albums show many examples of the children involved in a variety of indoor and outdoor activities, and displays around the room highlight their creative skills.

After school children confirm that they are happy with the club and enjoy attending, commenting that they have fun and enjoy the range of activities offered. The atmosphere is relaxed and children have good relationships with each other, mixing and making friends from different classes. Snack times are socially interactive, with children chatting about their day at school. Children's behaviour is very good; they are considerate towards each other, inviting friends to join in with their games. During holidays, the club is more structured and activities are organised around themes and involve children in a range of opportunities and experiences. During term time, children have the opportunity to make choices about their activities from those set out for them or upon request. They enjoy a range of different activities, for example, craft, board games, imaginary play, outdoor activities, reading and the opportunity to complete their homework if they wish. They involve themselves in quieter activities, such as card making using a variety of materials and free drawing, with two groups of children engrossed in their favourite games of cards. Staff participate and join with children in activities and engage in their play when appropriate to do so.

Nursery Education

The quality of teaching and learning is good.

Children attending are engaged in activities and opportunities which supports their learning and development across all six areas of learning.

Children arrive happy and settled and are able to separate from carers with minimal support. Children's confidence is beginning to develop as most feel able to speak in front of each other and adults. Others confidently speak in one to one situations with adults or at small group activities, such as role play. They are beginning to develop relationships with each other, for example, as a small group of children play happily together within the sand, and two children play along side each other in the hairdressing area. Children are becoming independent as they deal with personal hygiene tasks and make good attempts to put on and take off outdoor clothing with minimal assistance. Children have opportunities to make choices about their activities from the good range of resources available, and make decisions about whether to play in or outdoors. They enjoy visits to the nursery from members of the community to talk to them about the jobs they do, for example, they have had visits from a taxi driver, school crossing person and police officer.

Children's language is developing as they talk about their families, things that they have done and places they have been. Children have independent access to books and enjoy listening to stories, sitting quietly as staff read to them or position themselves in the book corner inviting children's attention. Children have opportunities to make marks, with some children able to form letters. Children enjoy activities, such as drawing pictures, threading and joining together jigsaws that develop their hand eye coordination skills ready for writing. There is good labelling around the room which is supported by pictures, enabling children to make selections and choices about their play and resources.

Children are developing an understanding of numbers, for example, they join in with counting the number of owl babies at story time. Spontaneous everyday opportunities, such as circle time and snack time, to develop children's understanding of number are not built upon. Children are beginning to develop an understanding of simple mathematical concepts as they talk about big and small, and are involved in sorting as they help to tidy away toys and resources into the correct boxes at tidy up time. Children carefully and exactly match brushes and combs to the correct pictures on the shelves in the hairdressing area.

Photographs show children involved in a range of activities and opportunities to promote their knowledge and understanding of the world. Children enjoy visitors bringing in animals to show them and to talk about how to care for pets. Children competently build three dimensional models from the range of materials and resources available and skilfully use the computer, completing games and creating colourful pictures showing good control of the keyboard and mouse. Children are developing an understanding of the wider world as they join in themes looking at cultures and countries and celebrate Jewish festivals. Children confidently talk about their families and things they have been involved in away from the setting. Photographs show children involved in baking activities where they weigh ingredients and make observations about these before and after cooking.

Children's physical development is promoted through planned activities, such as music and movement, climbing and balancing, using of wheeled toys and through independent outdoor play. Children have regular opportunities to be outdoors, and the use of a covered area enables outdoor play at all times with the exception of extreme weather. The weekly 'tumble tots' sessions promote children's large physical skill development. Children's small physical skills are developing as they use scissors, combs and brushes in the hairdressing area, join together building blocks, complete jigsaws, paint and use glue sticks during craft.

The programme for creative development enables children to experience and use a range of textures and techniques in their art and craft work, for example, children have enjoyed creating spring pictures using collage, and use coloured chalks on black paper. Photographs show children enjoying sensory play materials, for example, shaving foam and 'gloop'. They have looked at their senses and created their own sensory area. Children enjoy singing and join in excitedly with 'I am the music man' and other favourite rhymes and songs, and independently access musical instruments. Children's imaginary language is developing as they use a variety of small world and other equipment, for example, as a group of children play together in the sand tray discussing and making imaginary cakes. Role play areas are appropriately resourced to encourage children's play, for example, the hairdressing area includes a variety of brushes and combs, rollers, pictures, posters and hair dye charts.

Staff give children lots of praise during their activities and play, celebrating their efforts and achievements. They show an understanding of the Foundation Stage and how children learn, and use effective questioning and appropriate language to promote children's learning and development. The manager devises long and medium term plans and all other staff are asked to formulate short term plans as identified by the manager. However, there has been some considerable changes within the staff team recently and new staff are unfamiliar with planning. Staff evaluate their planning and the activities, however, these do not relate directly to individual children. Individual staff are responsible for a particular area within the room and use this to create displays or theme tables.

Staff make observations of children's progress during focussed activities and spontaneously, both on their key worker group of children and other children. Staff use these observations when working with their individual key children to focus on specific skills. Staff make written comments regarding children's progress and achievements. The setting have very recently introduced the local authority's Foundation Stage recording system. Records are available for parents and carers to view upon request.

Helping children make a positive contribution

The provision is good.

All children have equal access to the activities and experiences on offer. They have opportunities to look at the wider world as they take part in planned topics, such as 'countries and cultures'. They take part in Jewish studies each day and access some good resources to promote diversity, for example, a range of books, ethnic dolls and jigsaws. Children's spiritual, moral, social and cultural development is fostered appropriately. Staff are aware of children's individual needs and circumstances and work with parents and other professionals when necessary, to ensure children can participate fully in all activities. Individual plans are devised for children with specific needs, which are discussed regularly with parents and carers. Ongoing verbal feedback ensures parents are kept up to date with their child's development and progress.

Overall, children behave quite well. The behaviour of children in the after school club is exemplary, where children are polite, well mannered and considerate towards each other. Younger children are learning to share resources and be kind to each other, and children with behavioural difficulties are appropriately supported. There are some good systems in place to recognise children's efforts. For example, star charts, certificate boards and the 'Mitzvah tree', which shows children achieving stars in recognition for their good deeds. Staff offer plenty of praise and encouragement to the children, which enhances their confidence and self-esteem.

Partnership with parents and carers is good, with effective systems in place to keep parents informed and encourage parental involvement. Parents have access to introductory information, which includes policies and procedures, how the setting operates and what the group has to offer their children. Staff share verbal feedback and complete daily information sheets about the children's day. Notice boards are informative, newsletters are issued on a monthly basis, and the comments book in the entrance hall encourages parents to share their views. Pre-school parents and carers are kept up to date with activities through the displaying of planning in the entrance area. No formal arrangements are made for parents and carers to view their child's developmental records, but they are made aware that they are able to discuss and view these records at any time. Parents speak positively about the homely and relaxed atmosphere and the friendly staff.

Organisation

The organisation is satisfactory.

There have been some recent changes to the staff team, which means new staff are still developing their roles within the group. Most of the staff have completed appropriate vetting to ensure their suitability to work with children, although evidence of clearance is not available for two staff members. Minimum requirements regarding qualified staff are met and some staff have attended a good variety of additional training, which benefits the children's care and education. Overall, minimum adult-child ratios are met across the building, but due to the organisation of staff lunch breaks and part-time working, there are times when nursery children are not always directly supported by sufficient staff.

Most policies and procedures to support good practice are in place, with the exception of formal induction procedures for new staff. Most legally required documentation, which contributes to children's health, safety and well-being, is in place and appropriately maintained. However, the system for recording the hours of attendance for children and staff is not accurately maintained. This is a breach in regulations and has a negative impact on the safety of children and staff.

Leadership and management of the nursery education is good.

The manager is responsible for long and medium term planning. Staff formulate short term plans relating to particular stepping stones and evaluate their planning with supporting evidence. Staff meet monthly to discuss activities and children's progress. On a monthly basis the manager uses staff observations of children's progress to complete developmental records.

Staff appraisals are conducted by the manager on an annual basis, looking at performance and training. The manager also makes observations of staff performance informally on a daily basis. All staff have specific roles on a daily basis. Non contact time for staff is also planned into the daily routine.

The manager is committed to the ongoing development and improvement of the educational provision and setting as a whole, and meets with committee members on a termly basis.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, staff plan a suitable range of activities to meet children's needs and make sure they can make choices in their play. Key workers are more involved in helping new

children to settle, and staff make sure that the fresh fruit is always covered with a lid. This has improved children's play opportunities and promotes their care. Documentation has been reviewed and updated so that the policy file is organised and contains relevant policies, such as behaviour, child protection and complaints. A record of fire drills is in place and a new system was introduced to record the hours of attendance for children and staff, but this has not been implemented successfully.

Following the last nursery education inspection, key workers use their observations of children's progress and achievements when working with their individual key children to focus on specific skills. All staff are responsible for formulating short term plans with reference to specific stepping stones, and the manager ensures that these plans give sufficient emphasis across all six areas of learning. The evaluation of planning and activities and identifying the next steps for individual children's learning is an area for further development following this inspection.

Staff now provide children with good opportunities to make independent choices about their play and activities throughout their day. The daily programme involves some specific planned activities with opportunities for free play where children access toys and resources of their choice.

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 complaint record may contain complaints other than those made to Ofsted.

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 satisfactory. 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):

- make sure the fire door is maintained in working order and ensure decanted cleaning bottles are clearly labelled
- make sure all staff are fully aware of the number of children present and their whereabouts at all times
- maintain an accurate record on a daily basis, showing the hours of attendance for children and staff, and ensure evidence of clearance is available for all staff
- devise induction procedures for new staff and review the staffing arrangements over lunchtime to ensure sufficient staff are directly supporting the children.

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):

- make use of spontaneous everyday opportunities to promote children's understanding of mathematics and number operation
- develop staff awareness of planning in line with the Foundation Stage
- ensure the evaluation of planning is detailed and used to plan the next steps in individual children's learning.

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