

# King David Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	500119
<b>Inspection date</b>	28 November 2007
<b>Inspector</b>	Teresa Ann Clark
<b>Setting Address</b>	Wilton Polygon, Bury Old Road, Manchester, Lancashire, M8 5DR
<b>Telephone number</b>	0161 740 3481
<b>E-mail</b>	
<b>Registered person</b>	Harry Sager
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

King David Nursery has been registered since 1963. It operates from a single story building set in the campus of King David High School in the Crumpsall area of Manchester. The nursery caters for children from families who are of Orthodox Jewish origin from the Greater Manchester area.

The children are cared for in four nursery areas, dependant on their age and individual stages of development. There are three children's bathrooms, kitchen, laundry and staff facilities. An extensive outdoor play area is easily accessible from all the nursery play rooms and includes some undercover outdoor play facilities. The building is accessible to wheelchair users.

The nursery is open throughout the year except for all Jewish Holidays, bank holidays, a winter break and a week in August. The hours of opening are from 08.15 to 17.00 Monday to Thursday and from 08.15 to 15.30 on Fridays.

The nursery may care for a maximum of 124 children at any one time. There are currently 119 children on roll. Of these, 40 children are in receipt of nursery education funding. The nursery supports children with learning difficulties and disabilities.

There are 27 staff working with the children. Of these, 22 hold a recognised early years qualification. The nursery gains support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The premises are maintained to a good standard of cleanliness and repair, which helps to promote children's good health. Through daily routines children are developing some understanding of keeping themselves healthy, for example, washing their hands after using the toilet and before eating lunch. However, children do not always wash their hands before they eat their snack, which poses an element of risk to their health. Safe and hygienic nappy changing procedures are followed by staff, which includes the wearing of gloves and aprons. Children's clothes are changed if they become wet during the day, which ensures they are kept comfortable. Older children are reminded to get tissues to wipe their noses and younger children have their noses wiped regularly throughout the day. This helps to minimise the spread of infection. Suitable procedures for recording accidents, administering medication and sick children are understood by staff and are effective. Consequently children are protected.

Children are well nourished as they benefit from a healthy balanced diet, which promotes their growth and development. They learn about foods and the importance of keeping healthy through planned activities and discussions with staff. Meal times are relaxed social occasions where staff sit with the children modelling good practice and promoting table manners. Children are developing their independence skills as older children serve themselves and babies make good attempts at feeding themselves. Babies' individual needs and routines are met with regard to sleeping and feeding. Parents are consulted about children's dietary requirements and good procedures are in place to ensure all staff are aware of any special requirements. This ensures children remain healthy.

Children frequently benefit from fresh air and exercise as they access the outdoor area. They clearly enjoy playing outside and develop their physical skills as they use a range of equipment. Children use the climbing equipment and slide, manoeuvre bikes skilfully and play ring games. Children line up to make a train and enjoy chugging along the cycle track. All children have opportunities to play outdoors as they have their own designated area, this includes a covered veranda with toys and equipment.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a warm and bright environment. They are warmly greeted by staff as they arrive each morning and have their own space for their coats and personal belongings. Lots of children's art work and photographs are attractively displayed, which gives children a sense of belonging. Playrooms are arranged to provide different areas for rest, play and meals. Non mobile babies play in their own comfortable room, which staff continue to develop to provide cosy areas, which promote children's sensory development. The recent improvements provide a more stimulating environment and increased floor space for babies to crawl and move around safely.

In the main, the nursery has a good range of toys and equipment to promote all areas of learning. These are generally in good condition and safe for children to use. However, there are some

resources in the outdoor area which are well worn and dirty. Resources throughout the nursery are generally organised to promote children's independence skills. These are stored on low-level shelving and in most areas are labelled, which helps children to know where things are stored. The home corners for younger children are not particularly inviting because some lack resources and others are not well organised. As a result, children have limited opportunities to develop their imaginative skills.

Overall, there are good systems for keeping children safe and secure. The premises are kept secure and all visitors are signed in and out. Risk assessments are conducted, but these are not rigorous enough as during the inspection wet leaves in the outdoor area pose a risk to children's safety. The doors to the laundry room and kitchen also pose an element of risk to children's safety. Emergency evacuation procedures are practised with the children on a regular basis, helping them to develop an awareness of what to do in the event of an emergency, such as fire. Children are learning the importance of keeping safe through planned activities, for example, visitors, such as the police and fire service.

Children are safeguarded because staff have a sound understanding about child protection. Staff have received child protection training; they are aware of their roles and understand the procedures they must follow if they suspect abuse or neglect. All staff submit to a formal vetting procedure and a designated child protection officer takes responsibility for dealing with any concerns.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and settled in their environment. They experience a suitable range of developmentally appropriate indoor and outdoor activities, which contributes to their all round development. Children are keen to participate in activities and make sound progress in their development. Planning and the staff's knowledge and understanding of the 'Birth to three matters' framework is still in its infancy. Staff have begun to complete assessments for individual children. However, these are not used effectively to plan the next steps in children's learning and are not always linked to the framework. Consequently, planning focuses on group activities does not take into account of children's individual progress or ability.

Children who are new in the setting are helped to settle by staff who are sensitive towards their individual needs. Close and caring relationships increases children's sense of trust and helps them to develop a sense of self. All children benefit from the good adult support which enhances their confidence. Staff listen and value what children say. They encourage conversation in everyday activities, asking questions to encourage children to think and make connections.

Infants and babies have some opportunities for sensory exploration using all their senses. They become aware of different textures and colours as they access treasure baskets, paint, sand, pasta and water. They enjoy exploring the gloop as they make patterns and watch it drip from their fingers. With good support from staff the babies are developing their walking skills; they hold their hands out to staff and beam with delight at their achievements. Toddlers have great fun as they build up towers of soft blocks and knock them down.

### **Nursery Education**

The quality of teaching and learning is good. Children are happy and have a positive attitude to learning. Attractive and interesting continuous provision supports children's independent

learning. Children make confident choices as they plan what they want to do and easily access resources. They develop their independence, practise their skills and consolidate their learning. They enjoy the special time they spend in their key groups, where they are involved in planned activities. They are confident and play well on their own and with others. Older children confidently organise their own play and involve younger children by explaining what to do, for example, explaining where to lay out the large pieces of material to make beds. They speak with confidence to adults, as they ask the inspector 'What are you doing?' and 'What are you writing?' Children are able to identify their own name, for example, on their table mats and folders for their work. They are eager and show great pleasure in recognising and making the sounds of familiar letters, such as 'M for monkey'. Some children confidently write their name, make marks and write for a purpose spontaneously during the play sessions. There is a good choice of resources available for them to do so.

Children use mathematical language to describe size and shape throughout their play. They often count, can carry out simple calculations and recognise some numerals. Children develop curiosity as they explore various materials and observe changes, such as planting seeds and how the plants change as they grow. They use technological equipment to support their learning, such as a tape recorder, microphone, ear phones, telephone and computer. Children play creatively and develop good imaginative skills during their time in the role play areas, for example, in the fire station where they dress up and use a hose to pretend to put out fires and in the shop where they take turns at being the shop keeper. The creative art activities are available throughout the session with a good choice of creative materials available. This enables children to develop their individual creativity or imagination in art.

Staff have a good relationship with children, treating them with care and respect. They use good questioning techniques to challenge children's thinking and learning. They work closely with their key children and are fully aware of children's individual needs and capabilities. Planning ensures that children are provided with a good range of activities that cover all areas of learning. However, planning and observations are not linked to the stepping stones and the assessment process doesn't clearly identify the next steps for the children. As a result, activities are not always based on children's interests or abilities and assessments do not show clearly children's progress towards the early learning goals.

### **Helping children make a positive contribution**

The provision is satisfactory.

The entrance to the nursery is arranged to provide good information for parents. The staff work well in partnership with parents and carers to ensure that children's individual needs are well met. Staff seek useful information from parents before children start at the nursery and continue this dialogue on a daily basis with parents to ensure children's individual needs are met. Although, staff know the children well and treat them all with equal concern, children are not learning about the wider world, for example, there are too few resources and activities to promote equal opportunities and anti-discriminatory practice.

Children behave well in the nursery as the staff manage any unwanted behaviour very effectively. They encourage positive behaviour as they praise and encourage the children often, rewarding them with stickers and encouraging other children to recognise kindness and generosity. Staff act as good role models to the children as they are calm and sensitive and use 'please' and 'thank you'. Consequently, the children are polite and behave well. Staff encourage children's positive behaviour, efforts and achievements at every opportunity. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers of children in receipt of nursery education funding is good. They receive written information about the Foundation Stage curriculum and activity plans are displayed for them to view. Parents and carers are very well informed and consulted. Effective systems are in place to keep parents informed about their children's activities and forthcoming events. Written reports keep parents informed about their children's progress and achievements. However, these are not yet fully developed to include parents' comments about children's progress at home and their future development.

All parents are warmly welcomed and staff take time to speak to them at the beginning and end of the day, including the manager, which ensures parents are kept informed about their children and children receive continuity and consistency of care. Children benefit from their parents active involvement in nursery life and enthusiasm in their children's learning as they bring in items to support topic work. Parents speak positively about the nursery. They feel involved and are confident their children are being well looked after and are happy. Parents feel supported and value the warm and approachable staff.

### **Organisation**

The organisation is satisfactory.

Suitable recruitment and vetting procedures and a sufficient induction for new staff help to ensure that children are safe and well cared for. Children benefit from the good key worker system and the clear routines which make them feel secure and confident. Staff are deployed effectively to ensure children have a good level of attention and support. The support of additional workers during the lunch time period ensures staff are not taken away from the children.

Children enjoy close relationships with adults and their peers. All staff have relevant experience and most are suitably qualified. In the main, there is a strong consistent staff team who have worked together for many years. This has a positive effect on children's learning and welfare. Organisation of space and resources is sufficient promoting satisfactory outcomes for children's safety, care and learning.

Leadership and management of the nursery education is good. Children are happy and well settled. They benefit from the homely atmosphere which staff create. The manager demonstrates a good attitude to continual improvement to further raise the quality of care and education. Staff show a good commitment to developing their knowledge and improving their practice through accessing training linked to the improvements needed. The manager is aware of the strengths and weaknesses of the nursery and action plans are in place. The nursery works closely with the local authority and acts on recommendations made to improve the provision.

Records and documentation are clearly organised and suitably maintained. Written policies and procedures are made available to parents, which ensures children benefit from their parents knowledge of how the setting works. The policies and procedures are effective and contribute to the care, safety and welfare of children. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the provider agreed to continue developing heuristic play materials and domestic play resources available to two year olds, to include natural materials and resources to reflect our diverse society. They also agreed to ensure the safety of the outdoor equipment

and minimise potential hazards in the outdoor area. The provider has made some progress in developing heuristic and natural play materials and continue to develop this area with support from the local authority. There are some domestic resources for all children, but these are not always set out attractively to encourage children to play with them. There are too few resources around the nursery to help children understand our diverse society. The provider addressed the safety issues raised at the previous inspection, but other safety issues are identified at this inspection. Further recommendations have been raised at this inspection.

At the last nursery education inspection there were no recommendations, but the nursery were asked to consider improving the opportunities for younger children to develop their imagination and personal creativity through art and freely make representations of their own ideas, thoughts and feelings. There is a well resourced creative area, which children freely access to express their own creative ideas using a variety of media.

### **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**

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):

- improve hygiene practices by ensuring children wash their hands before eating their snack
- assess the risks in relation the outdoor equipment and wet leaves and take action to minimise these
- develop the home corners in younger children's rooms to be more stimulating and inviting
- ensure children do not have access to the laundry room and kitchen
- continue to develop planning and assessments systems to make links with the 'Birth to three matters' framework and identify children's next steps to inform planning
- provide resources and opportunities for children to learn about equal opportunities and anti-discriminatory practise.

## **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 assessment systems making links with the stepping stones and children's next steps
- encourage parents to contribute to children's assessment records and plans for their future development.

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](http://www.ofsted.gov.uk)