

Habonim Day Nursery

Inspection report for early years provision

Unique Reference Number	307458
Inspection date	08 October 2007
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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?

Habonim Day Nursery was re-registered in 1982. It operates from a large three storey building situated on Upper Park Road, in the Broughton Park area of Salford. The setting is run by an individual.

The nursery is open all year round from 08.15 until 18.00 Monday to Thursday and 08.15 until 15.00 on Friday. Many of the children who attend are from the Jewish community, though the nursery is open to children who are not Jewish. Children are cared for on the ground and first floor. They are grouped according to their age and stage of development. Music and story rooms and a large gymnasium are available in addition to individual base rooms. A garden with climbing apparatus is available for outdoor play.

The nursery is registered to provide care for a maximum of 78 children at any one time. There are currently 73 children on roll. Of these, 20 children receive funding for nursery education. The setting currently supports a number of children who speak English as an additional language.

The setting employs 13 staff who work directly with the children. All staff hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they are cared for in a well maintained environment and staff exercise good hygiene practices to minimise the risk of cross infection. The children learn about personal care routines as they wash their hands at appropriate times of the day and they are familiar with this routine. The children have made posters which are displayed in the bathroom to remind them to wash their hands after using the toilet. The effective illness policy ensures appropriate measures are in place when children are ill.

The children are well nourished and develop an awareness of healthy eating. The setting provides a vegetarian menu that is well balanced and includes lots of fresh fruit and vegetables to aid children's growth and development. Staff work closely with parents who wish to provide their own snacks and meals for their children. Staff ensure that babies have drinks at regular intervals to keep them hydrated. Older children are able to independently quench their thirst as drinks are readily accessible to them. Snack and meal times are relaxed, social occasions where the children are able to eat at their own pace and chat to staff and their friends.

Babies benefit from routines that are consistent to their home experiences as staff follow their individual sleep and meal routines helping to provide a secure and familiar environment. Babies are able to move around freely allowing them to practise their large physical movements, such as sitting, crawling, pulling themselves up to the standing position and walking. Lots of consideration has been given to recent improvements to the outdoor play area and this now includes a dedicated play area for babies which is sheltered and includes protective padding. Older children have lots of opportunities to enjoy and develop their physical skills as they have access to a large outdoor play area and also to an internal hall. They are able to learn about their bodies and develop control and coordination as they play on fixed purpose built equipment outdoors and also have access to a good range of outdoor play equipment. The toddlers have fun exploring a large climbing frame with tunnels and slides. They climb and then crawl through a tunnel and then pop their heads out to see where the tunnel has taken them, they climb higher and then slide back down.

Children in receipt of nursery education move around freely and with pleasure. They are able to adjust speed and change direction to avoid obstacles. They negotiate space well and show respect for other children's personal space. The children experiment with different ways of moving and collaborate in activities which include rules. They practise some safety measures without direct supervision. For example, they walk carefully when serving lunch and line up to go to the music room.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a warm, welcoming environment. Children's artwork, photographs, posters and information for parents is displayed through the setting making the environment bright, stimulating and informative for the children, parents and visitors. There is a good selection of equipment and furniture available allowing babies and older children to play, rest and eat in comfort. The setting provides a wide range of resources to meet the needs of the children being cared for and to help them progress in all areas of their development. Toys are well organised, labelled and stored at child height. This enables the children to freely choose

what they would like to play with and helps them to initiate their own ideas and develop their independence.

Staff have a good understanding of safety and all positive steps have been taken to ensure that the environment in which children are cared for is safe and secure. Staff practise the evacuation procedure with the children on a regular basis helping children to develop an awareness of what to do in the event of an emergency, such as a fire. Sleeping children are protected as staff check them on a very regular basis to ensure they are safe and sound. Staff are vigilant and supervise the children well enabling them to play safely and independently. They encourage children's understanding in keeping themselves safe through setting a good example, daily routines, explanation and planned activities. Staff explain to the children that they need to sit on chairs properly or they may fall off and hurt themselves. The children know they need to blow their food at lunch time as it may be hot.

All required procedures are in place and staff have a secure understanding of child protection matters and procedures ensuring children's welfare is effectively safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a good understanding of the 'Birth to three matters' framework and they plan a wide range of stimulating activities and experiences to help the children develop physically, intellectually, emotionally and socially. Staff observe the children at play and use this information to chart their developmental progress and to inform planning. They are currently working towards the transition to the 'Early years foundation stage'.

The individual base room and the effective key worker system enables staff to get to know the children well. They share warm relationships with the children, who are happy and relaxed in their care. Staff dedicate time playing and talking to the children and support them well in their play and learning. They sit at the same level as the children as they play and interact with them at every opportunity to extend their language and encourage imaginative play. The children are happily engaged and occupied.

The baby room has a calm and relaxed atmosphere. Babies have access to a range of resources that are colourful, tactile and that make noises, helping to develop their sensory experiences. They begin to listen and find a voice as staff nurture their attempts to communicate. They listen when babies babble and respond in gentle tones helping to reinforce early speech patterns.

Toddlers enjoy playing in the gym after snack and staff support them well in their physical play and exploration. Older children enjoy being together as they spend a quiet period in their key worker groups. They are engaged in playing games in small groups. The children listen well as staff explain how to play the game. They have opportunities to make meaning and connections as they throw a dice and then match the colours of the dice to balloons and teddies. The children begin to accept rules as they wait and then take their turn.

Nursery education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and plan a wide range of interesting activities and stimulating experiences for the children to help them make good progress towards the early learning goals. Effective systems are in

place regarding planning and assessment. Staff are currently working towards implementing the new 'Early years foundation stage'.

Staff prepare well for focussed activities and they clearly explain to the children what they are going to do. Staff are adept in engaging the children's interest and encourage them to be proactive. They encourage the children to listen when other children speak and ensure that all the children have an opportunity to share their news at circle time. Staff know the children well and set realistic expectations for the children in their care. The children are confident and curious characters.

Staff devote lots of time to children's personal, social and emotional development. The children clearly enjoy their time at the setting and display high levels of involvement in their chosen activities. They make close attachments to staff and other children and they are confident to make their needs known. The children are aware of the boundaries. For example, they know that only four children can play in certain areas at any one time. The children demonstrate good self help skills as they independently use the bathroom, put on aprons, help to tidy up and help to serve lunch. They develop a positive self image and appear comfortable with themselves. For example, a group of children look at books and a member of staff talks to them about the book character 'Little Miss Stubborn' and explains what the word stubborn means. One of the children in the group answers 'I am not stubborn, I am Jewish'.

The children use language well to talk through their actions and to reflect and modify what they are doing. They are confident speakers and initiate conversation with people other than those known to them. The children use language well to problem solve and negotiate. For example, a group of children discuss who will do what as they begin to build a train track. The children enjoy rhyming activities and they know what letter their names begin with. They have access to a range of books. However, the book area is not set up to look appealing and inviting to the children. The children learn that we write for a purpose as mark making tools are made available in a variety of role play situations. They recognise their own names on their news books and on place mats at lunch time.

Children learn about mathematical concepts, such as number, shape and size through a range of daily routines, play activities, stories and songs. They willingly count objects and are able to recognise numerals from one to nine. Children have many opportunities to begin to use problem solving skills to calculate. They recognise shapes and talk about the shapes of every day objects. For example, at snack time a child says his rice cake is a circle. The children are able to follow positional instructions from staff at tidy up time. They develop an awareness of capacity as they weigh out baking ingredients and differentiate between full and empty when playing with conkers and containers.

The children show curiosity and observe and manipulate a wide range of objects and materials. They notice and comment on change. For example, they experiment and melt ice cubes. The children join construction pieces together to build and balance and build with a purpose in mind. For example, they say they are going to build a house and they place blocks horizontally and then begin to build vertically to add height. The children have access to a wide range of interactive resources. They enjoy playing on the computer and are able to operate equipment and complete simple programmes. The children develop a good sense of time as they follow the settings daily routine. They know what will happen next at different times during the day. Older children know that it is autumn. The children begin to differentiate between past and present as they talk about what they did at the weekend and use phrases, such as last week

and yesterday. They develop a sense of place as they look at different people in the community, they also observe maps and discuss their route to nursery.

The children are able to express their own thoughts and ideas as they have access to a wide range of creative media and materials. They are able to explore what happens when they mix colours and they understand that different media can be combined. The children enjoy joining in with favourite songs and they build a repertoire of songs. They also benefit from joining a dance and movement session each week. The children have lots of opportunities to re-enact their own experiences and develop their understanding of the world in which they live as they participate in a wide range of role play situations. They introduce story lines into their play and play alongside other children who are engaged in the same narrative.

Helping children make a positive contribution

The provision is good.

The setting displays posters as a means of promoting equality of opportunity. Staff gather a wealth of information from parents about their children's individual needs to enable them to best meet these needs. The children have access to a wide range of resources that reflect diversity helping them to develop an awareness of the wider world. The children celebrate their own and other festivals helping them to value each others similarities and differences and to develop respect for other people's cultures and traditions. The staff have past experience of caring for children with learning difficulties and disabilities and they demonstrate a positive attitude towards children with such needs.

The behaviour management policy refers to the importance of encouraging socially acceptable behaviour, treating children with care and respect, using positive strategies to manage children's behaviour and helping them to think of positive solutions to problems. Staff have a good understanding of this policy and are consistent in their approach to managing children's behaviour. As a result, the children develop an awareness of what is expected of them from an early age. 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, helping them to develop confidence and self-assurance. The children develop a good sense of belonging. On arrival, they enter with ease and go happily to play with their friends. The children clearly enjoy being with the staff and they thrive on their attention and interaction. Children's spiritual, moral, social and cultural development is fostered.

Staff share good working relationships with parents, who are greeted warmly on arrival. Effective systems are in place to keep parents informed about their children's activities and forthcoming events. Parents are very happy with the service provided, levels of care and activities afforded. The partnership of parents whose children receive funding for nursery education is good. Parents are given a good amount of information when their children become eligible for funding for nursery education. They are invited to a parents evening and are also given a good source of written information. Effective systems are in place to keep parents informed about their children's developmental progress. Parents feel fully involved in their children's learning. They are informed about what topic their children will be covering and how they can support their children's learning at home. Children also take books home so that parents can read to them.

Organisation

The organisation is good.

Discussion and relevant records show that the vetting procedure helps to protect children. The effective induction procedure helps staff to have a clear understanding of their roles and responsibilities. The staff have a high regard for children's well-being as they attend training on a regular basis to further develop their childcare practice. Six staff have valid first aid certificates ensuring they have up to date knowledge of what to do in the event of an accident or minor injury.

The record of children's attendance shows that staff to child ratios are maintained to promote children's care, learning and play. Staff work well together as a team and they organise space, time and resources well to effectively meet children's needs.

All required policies and procedures are in place and these work well in practice to positively promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. However, the child protection procedure does not refer to the current safeguarding children legislation and the vetting procedure is not available in written format. All required documentation is in place. Records are well organised and stored securely to ensure confidentiality.

The leadership and management of nursery education is good. The management team work well together to support staff in the delivery of nursery education. Effective systems are in place to set clear direction to staff. Monthly staff meetings and regular staff supervisions ensure open lines of communication. The registered person and the management team are currently supporting staff in the transition to using the new 'Early years foundation stage'. They use innovative practices to involve all members of staff and to give them ownership of the transition. The management team have a good understanding of the strengths and areas for development in relation to nursery education.

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 recommendations were agreed in relation to safety and documentation. Safety has been improved as the gate in the outdoor play area has been made secure. Documentation has been reviewed to ensure written parental permission is requested for emergency medical attention and that all medication administered to children is now recorded appropriately.

Since the last nursery inspection short term plans have been extended to show next steps for the older children and the programme for mathematics has been enhanced, providing more challenge for the more able four year old children in the area of calculation.

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 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):

- develop the child protection procedure to include the current safeguarding children legislation and ensure the vetting procedure is available in written format.

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):

- review the organisation of the book area to make it more inviting to the children.

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