

Torah Academy Nursery

Inspection report for early years provision

Unique reference number EY366969
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Inspector Christine McInally

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Torah Academy Nursery is an independent nursery school. It operates from two Victorian houses close to Hove seafront. It has two enclosed gardens with grassed and hard-surfaced areas. The nursery is open from 08.45 to 15.15 Monday, Tuesday and Thursday, and from 08.45 to 13.00 Wednesday and Friday, during term time only. The nursery serves the local Jewish communities. Torah Academy Nursery is registered to provide care for 40 children under eight years, of these only six may be under two years. There are currently 26 children on roll, all of whom are in the early years age range. The nursery provides funded education for children within the Early Years Foundation Stage (EYFS). The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery supports children who have learning difficulties and/or disabilities, or who speak English as an additional language. There are five members of staff, the majority of whom hold an appropriate early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The nursery provides a very happy, welcoming and inclusive environment where all children are extremely well cared for and motivated. A good range of stimulating activities are provided, based on children's interests and individual levels of attainment. Children are confident and happy as they are treated with genuine respect and care. Individual needs are successfully met as staff work with parents and other professionals to support children with any additional requirements. Continual improvement is given a high priority and the well organised self-evaluation systems identifies clear goals for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- link the indoor and outdoor environments, where possible, so that children can move freely between them.

The leadership and management of the early years provision

Children are extremely well supported and encouraged throughout their time in the nursery. The learning environment is well organised with easy access to resources that meet the needs of all children. The manager provides exceedingly clear direction and focus for the nursery's work. A full set of policies and procedures is in place and followed vigilantly by the staff to ensure children's welfare is effectively safeguarded and promoted. Careful recruitment and appraisal procedures ensure that all adults working with the children are both suitable and well prepared for their role. Staff communicate effectively with each other and meet regularly on a

formal or informal basis to reflect on their practice and monitor the quality of outcomes for children. Everyone is actively involved in the provision's self-evaluation process and clear targets for the future are prioritised. Outcomes are regularly monitored and reviewed to continually improve practice.

Children benefit greatly from the excellent relationships the nursery forms with their parents. Systems to assess children's progress are extremely effective and the emphasis is on sharing these regularly with parents, positively impacting on children's care, welfare, development and learning. Parents have good opportunities to contribute to their child's record of achievement. The assessment and tracking of individual children's progress is very well-established and the information gathered is used extremely effectively to plan for children's future learning.

Safeguarding responsibilities are well understood. Staff are clear about the signs and symptoms that indicate abuse and are fully aware of the procedures to be followed should concerns arise. This protects children from potential future harm. Safety in the setting is taken seriously and children are effectively protected by robust systems for arrival and collection. The building and grounds are secure to prevent uninvited visitors from entering and children are effectively supervised to ensure they play safely. Risk assessments, which are regularly reviewed, enable staff to identify and address potential dangers quickly.

The quality and standards of the early years provision

An extremely welcoming, stimulating and inclusive environment is created, where all children are acknowledged and respected as individuals. Daily activities are thoughtfully planned taking into account children's individual interests and needs. Next steps in their learning and development are clearly identified and provided for, and their progress, interests and achievements are clearly recorded. These records show the good progress children are making towards the early learning goals and successfully engage parents in their child's learning and development. There is a balance of child-initiated and adult-led activities, which help children to be active learners. Children's personal, social and emotional development is given very good emphasis and they make excellent progress in this area. Children interact with staff in a very relaxed and warm manner and they build excellent relationships with their peers. They talk about their emotions and learn about differences in others and to show understanding. Children confidently speak to visitors they ask the inspector 'What's your name?' and 'What are you writing?' They are supported well in developing their early mark making and communication skills. This helps children to use 'writing' for a purpose and develops their confidence in talking within a larger group. Children skilfully use and recognise numbers in everyday activities. Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs. Topic work and practical activities arouses children's natural curiosity and develops their exploration and investigation skills. Children use their own ideas to make things, such as the tepees linked to the current topic, by building and joining. Children enjoy being outdoors on a daily basis. However, free flow between the indoor and outdoor areas has not been fully

established to extend good practice to the outdoor environment. Children are creative in their thinking and love to retell stories and share their experiences. For example, they show delight as they act out their own stories in the puppet theatre using puppets they have made for themselves.

Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Meals are cooked on the premises and consist of well balanced, nutritious items. Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. They are encouraged to consider and recognise potential risks and dangers through role play, topics and stories. Children are polite, well behaved and learn to consider the needs of other people. They confidently solve problems together and develop appropriate skills for their future well-being as they learn to share and take turns with their friends.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met