



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 500119

DfES Number: 514088

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Kay Margaret Armstrong

SETTING DETAILS

Day Care Type Full Day Care
Setting Name King David Nursery
Setting Address Wilton Polygon
Bury Old Road
Manchester
Lancashire
M8 5DR

REGISTERED PROVIDER DETAILS

Name Mr Harry Sager

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 Nursery is open throughout the year except for all Jewish Holidays, Bank Holidays, a winter break and a week in August from 08:15 to 17:00 Monday to Thursday and from 08:15 to 15:30 on Fridays.

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.

There are currently 125 children on roll, this includes 29 three-year-olds and 24 four-year-olds who are in receipt of nursery funding and seven children who speak English as an additional language. The Nursery also supports children with special needs.

There are 27 staff who care for the children, 15 of whom hold a recognised early years qualification at level two/three and three members of staff are currently working towards gaining a qualification.

The Nursery gains support from the Early Years Development and Childcare Partnership, the School for the Deaf and local Health Services.

How good is the Day Care?

King David Nursery provides good quality day care for children. The staff work together well as a team, developing positive relationships with children which helps them to feel safe and secure. The premises are well maintained with sufficient space

for children to play and explore in comfort both inside and outdoors. Displays of children's work and photographs of children at play provide a friendly welcoming atmosphere for both children and parents. Toys and equipment are mostly well maintained, organised to meet children's needs effectively, reflect our diverse society and include some natural materials. However heuristic resources and access to these are limited in the baby area. All necessary records and documentation are in place and of a high standard.

Staff are aware of potential hazards within the premises and there are procedures in place, which are mainly endorsed to ensure children's safety. Procedures and routines are implemented to minimise the spread of infection, staff support and encourage children to adopt good hygiene habits. Healthy nutritious meals and snacks promote children's physical development and all dietary needs are discussed with parents and respected. Staff have a clear understanding and knowledge of policies and procedures relating to child protection and equal opportunities. Children with special needs are fully integrated into the nursery.

An extensive range of age appropriate activities are planned and implemented for the children promoting their learning and development in all areas. The children are well occupied, eager to participate in the activities and they are supported in making choices throughout the day. Staff have a good understanding of children's individual needs and are skilful in managing behaviour in a positive manner.

Positive relationships are formed with parents, good quality information is available for parents and systems are in place to keep parents informed of their child's development and progress.

What has improved since the last inspection?

At the last inspection the Nursery agreed to;

Provide an action plan detailing how qualification requirements would be met. Fifteen staff now have a recognised early years qualification, three staff are working towards a qualification and the deputy has gained an NVQ level three.

Ensure the safety of gas and electrical appliances. Appliances are serviced regularly, electrical appliances last tested 02/07/04 and gas appliances tested 14/06/04

Ensure relevant contact details are included in the Child protection procedure. Telephone details are observed to be in place for Manchester, Salford and Bury which are the main areas from which the children attend.

These improvements mean that children are cared for in a safe environment. Staff have a good understanding of children's individual needs and are able to provide relevant activities and care to meet their needs.

What is being done well?

- Staff demonstrate a good understanding of children's developmental needs. They plan and implement activities that are interesting, enjoyable and promote children's learning. Two-year-old children enjoy a threading activity developing fine motor skills and identifying colours. Language, understanding, knowledge and mathematical concepts are promoted and extended during play. Staff play and interact with the children, listening, talking and responding to them in a positive manner. Friendships are developed and children are happy, confident, articulate and observed to be having fun as they play. They particularly enjoy the outdoor play activities. The older children have planted seeds and demonstrate their understanding of the world around them by nurturing them.
- The provision for babies is good. Staff support babies in exploring their surroundings, they encourage investigation of resources through play. Staff are aware of babies individual needs and preferences with regard to sleeping patterns, comforters and routines. They speak to babies in warm tones, smile, maintain eye contact and offer reassurance and comfort through physical contact and cuddles.
- Staff have a positive, consistent approach to managing behaviour which is shared with parents. They manage minor altercations by using distraction techniques effectively. Children are encouraged to share and be kind to each other. Good behaviour and children's efforts are recognised, celebrated and praised appropriately developing their self-esteem and confidence.
- The nursery provides good care for children who have special needs. The children are fully integrated into the nursery day, staff use simple sign language, promoting children's understanding and acceptance of difference. Staff liaise with parents and other professional to provide a well balanced approach to meet children's individual needs.
- Effective systems have been developed to ensure information is shared with parents.

What needs to be improved?

- the safety of the outdoor equipment regarding bikes and mud on safety surface in the outdoor play area
- the availability and variety of heuristic play materials for babies and the domestic play equipment for two year olds.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	Continue to develop and make easily accessible heuristic play materials for babies and develop the domestic play resources available to two year olds which includes some natural materials and reflects our diverse society.
6	Ensure the safety of the outdoor play equipment and minimise potential hazards in the outdoor play area.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

King David Nursery offers high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff use their secure knowledge and understanding of the Foundation Stage of learning to effectively plan a broad and balanced curriculum and teach children. Assessment is an integral part of their procedures and planning clearly indicates how children's individual learning is catered for. Staff know children well as individuals and interact warmly with them offering good levels of individual support. They engage in good quality dialogue with children, encouraging them to think things through and extending their language skills. Staff provide a stimulating indoor and outdoor learning environment. Good resources are effectively arranged at child level to increase children's independence. Displays of work by the older children clearly demonstrates and values their developing creativity and imagination. Children's behaviour is managed well. Staff are very clear about their roles and responsibilities and support each other well as a team.

The leadership and management of the provision are very good. Management are hands-on and lead by example. There is an open and collaborative approach. Productive operational systems maintain the quality of care and education for all children.

Partnership with parents is very good. It is a strength of the setting. Effective links are formed with parents enabling them to be involved in their children's learning and very aware of their achievements and progress.

What is being done well?

- Strong emphasis is placed on children's personal, social and emotional development. Good settling and transitional procedures promote children's security. Good relationships are formed with children who are valued as individuals. Special friendships are evident amongst the children. Children are learning to care for living things. They are encouraged to take on the responsibility of watering their garden and keep their environment tidy, putting toys and equipment away, wiping tables over and being a book monitor.
- Language, literacy and mathematics are an integral part of the curriculum. Children take advantage of many good opportunities to speak, listen, read, write and use their growing understanding of number and mathematical concepts. Staff effectively question children to challenge their thinking and encourage them to reflect on their actions and learning. They introduce children to a wide vocabulary and initiate conversation and discussions to promote children's language development. Many opportunities are provided

for children to spontaneously practice their early writing skills such as in role-play and signing themselves into nursery.

- Staff make good use of the indoor, covered outdoor and playground space to promote children's learning in all areas. They organise areas to give children a variety of experiences and activities using tables, the floor and ancillary equipment such as sand and water trays and easels. Resources are plentiful and of good quality. They are well labelled and stored at child height and children clearly know where and how to find items and resources to extend their play or respond to their ideas and interests. The rooms are stimulating with walls covered by displays, photographs of children at work and play and positive images. Interactive displays effectively reinforce children's learning.
- Nursery and home are linked together well through activities such as Shabbat parties, shared reading, letter recognition and topics.

What needs to be improved?

- the imaginative and creative art opportunities for younger children.

What has improved since the last inspection?

Very good progress has been made with the point for consideration identified at the previous inspection. The setting have continued to monitor and plan for children's physical development.

Staff have utilised their extra training in physical development and their effective assessment system well. Assessment records clearly detail what children can do, know and understand and what the next steps will be. This information is used effectively to inform the planning providing appropriate and challenging climbing experiences, dance and musical movement sessions. Children control their bodies well and demonstrate increasing co-ordination.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are purposefully engaged in their activities. They concentrate for lengthy periods of time. For example, investigating sand and shells, imaginative play, number area and painting. Children are well behaved. They respond positively to the stimulating day, co-operate well, share resources and take turns fairly. Children are secure in the setting. Many children confidently speak independently, such as relating their news to the group. Children are encouraged to develop their independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are effective communicators. They are encouraged to express themselves and do so. Many children demonstrate a wide vocabulary and use complex sentences. They listen carefully to staff, each other and stories. Children are developing their phonic knowledge, recognising many letter sounds competently. Older children are translating these sounds into early letter shapes when writing and using them to identify key words in their reading books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are gaining a good understanding of numbers and use it well to support their play. They count money in the till, create repeating patterns of up to five variables and dial telephone numbers. They sort and classify effectively by shape, colour, size and quantity. They link appropriate language to their play such as identifying the first page of a book, recognising which is the smallest or biggest and naming shapes in the dough. Children explore volume and capacity in sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore, investigate and discover using all their senses. They examine shells through magnifying glasses, delightedly listening to the sound of the sea. They plant and nurture seeds and vegetables and discover which items float or sink. They explore their local environment and record their observations perceptively on a large collage and are gaining knowledge of the wider world through topics such as traditional foods. Children build and construct purposefully and competently.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate good control and co-ordination of their bodily movements. They run, hop, jump and climb up, over, under and through climbing equipment. They judge space well, negotiating objects and people safely and respecting peoples personal space such as when they sit together for assembly. Children manoeuvre a variety of wheeled vehicles competently. Children's skills with their hands are well developed such as expertly manipulating the dough as if they are making spaghetti.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are encouraged to express themselves creatively in music, role-play and stories. They explore the properties of materials and apply paint in different ways. Older children confidently use their imagination and personal creativity to make 2/3D representations although younger children have fewer opportunities to do the same. Children have a wide repertoire of songs. They explore beat, clapping in time and playing instruments. Children perceptively act-out stories in role-play areas.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following point;
- improve the opportunities for the younger children to develop their imagination and personal creativity through art and freely make representations of their own ideas, thoughts and feelings.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.