



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 307458

DfES Number: 512425

INSPECTION DETAILS

Inspection Date 13/05/2004
Inspector Name Verlyn Ulanda Blake

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Habonim Day Nursery
Setting Address 11 Upper Park Road
 Salford
 Lancashire
 M7 4HY

REGISTERED PROVIDER DETAILS

Name Mrs Adreene Lee

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

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 nursery provides full and part time day care places for up to 77 children. There are currently 80 children aged from three months to four years on roll. This includes 14 funded four year olds and 21 funded three year olds. The setting supports children with special needs.

The nursery is open from 08:15 until 18:00 Monday to Thursday and 08:15 until 15:15 on Friday, all year round. 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.

There are 14 staff who work directly with children. Of these 11 hold a relevant childcare qualification, whilst the other three staff are currently working towards an NVQ level 2 qualification in child care.

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

How effective is the nursery education?

Habonim Day Nursery provides very good education which is of high quality and enables children to make very good progress towards the Early Learning Goals.

The quality of the teaching is very good. Staff create a stimulating, rich learning environment. Rooms are well used and creatively organised enabling children to access the full range of toys and resources. A variety of valuable methods are used to teach children in large and small groups. Staff know individual children well. They have a thorough understanding of the Early Learning Goals and stepping stones. This knowledge is used to inform planning and the assessment of children, though more able four year olds are sometimes insufficiently challenged in calculating, and next steps cannot be clearly tracked on the play plans.

Staff treat children with respect, manage their behaviour consistently, celebrate, praise and encourage good behaviour. As a result children are well behaved, confident and have high self esteem. There are effective systems in place to support children with special/individual needs. Staff are highly competent in this area of work.

The leadership and management of the nursery are very good. The proprietor and manager are dedicated, clearly value staff and children. They are enthusiastic and receptive to new ideas, and show a commitment to continuing the overall improvement of the nursery. Effective systems are used to assess their strengths and weaknesses and review and evaluate their own performances. Staff are encouraged to attend regular training events. Staff benefit from the guidance, and support of the Early Years Practitioner.

Partnership with parents is very good. Parents are provided with good quality written and oral information about the nursery and its provision. Parents are kept up to date with their children's progress through reports and their involvement is valued and encouraged as they take part in their children's learning.

What is being done well?

- Children have many valuable opportunities to lead and extend their own play. They have access to an excellent range of play materials and resources, which are clearly labelled and stored at low level. A substantial amount of children's artwork, creations along with colourful posters are displayed adding appeal to the play areas, further enhancing children's sense of belonging and community.
- Staff clearly know individual children well. They have formed a strong rapport with them. They respect children and are interested in what they say and do. Staff make excellent use of all play areas within the nursery such as the gym, music room, and outdoor play areas. Staff are highly motivated, enthusiastic

and work hard to create a stimulating, rich learning environment for children of varying needs and abilities.

- The nursery is successfully led by the Proprietor and day to day Manager, who have an excellent working relationship, and are fully committed to enhancing the effectiveness of the educational provision. Staff are fully supported in all areas of their development through regular discussions, meetings, and by their attendance at many training sessions. Team work is an outstanding strength of this setting, and is evident throughout all of the pre school areas.
- Staff plan an exceptional range of activities to support children's learning. Planning is effective in promoting the early learning goals, and the stepping stones. Children's assessment records cover all areas of learning and examples of their progress and work are collated as evidence of their development. The key worker system in operation successfully supports children and their parents.

What needs to be improved?

- the extension of calculating skills for the more able four year olds, and the written evidence for next steps for the older children.

What has improved since the last inspection?

Very good progress has been made in response to the three key issues raised at the last inspection.

To develop the monitoring process to enable staff to identify whether the learning outcomes they have targeted have been effectively covered, and whether any teaching methods or patterns of organisation should be improved. The monitoring of the assessments needs to be improved so that a full picture of the children's progress is available.

Monitoring processes have been re-evaluated and developed ensuring learning outcomes are effectively covered. An easy to complete record sheet has been devised and contains all learning outcomes. Teaching methods have been improved.

To improve the system used to record the children's progress and attainment.

A new system has been devised key workers complete a checklist and assessment sheet using their own observations, in consultation with other staff and the child's parents.

To improve staff knowledge of the Code of Practice for the identification and Assessment of Special Educational Needs.

Staff have accessed training, and have improved knowledge of the Code of Practice

and use this knowledge in practical day to day situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well behaved, they take responsibility for their actions. The three and four year olds are confident independent learners, and have a good understanding of the rules and boundaries in place such as how many children are allowed in the sand area. Children form strong relationships with staff and peers. They have many well developed skills like taking turns and co-operating as in the parachute game. Children demonstrate a positive approach to new experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good communication skills and are confident speaking in large or small groups. They have good listening skills, as they follow instructions and play games. Children show great interest and enthusiasm in a wide range of books, stories and songs. They understand how print works and learn to rhyme and sound letters. Children have many opportunities to practise their mark making skills and develop purposeful independent writing. Many children write and recognise their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident with numbers and counting. They count confidently to 10, and more able children to 29 and beyond. They recognise numbers at random, and can place them in order. Children regularly use number in their talk during play, 'I've got three stickers on my cloud'. Children show a good knowledge of shape and two and three dimension using mathematical language to describe shape, position and size. They are able to recognise and recreate patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children eagerly explore and investigate, for example, using a magnet to see what items they can lift. Children design and build using a range of constructional toys and materials. They have a good awareness of past and present and can recall events in detail. They observe change as they take part in cooking activities. They use the computer and everyday technological equipment competently. They learn about their own culture and the culture of others through talk and planned activities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move around different areas of the nursery with confidence. They are aware of space, moving with increasing control and co-ordination. They participate in a good range of indoor and outdoor activities, throwing, catching, balancing, hopping. They skilfully ride wheeled toys, avoiding obstacles. They use differing levels of climbing apparatus setting their own challenges. Children have good hand control and use small tools such as scissors and pencils carefully and safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have well developed imaginative skills, using these skills well in a variety of role play scenarios. Children explore colour, texture and space in a variety of ways such as painting, collage and model making. Children act out well known stories and take on the roles of characters. They enjoy musical activities and dance sessions. They use musical instruments to explore sound and how they change. Children use body language, gestures and expressions to indicate their feelings.

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 improving the following:
- Further extending the short term plans to clearly show on the plans, next steps for the older children. Enhance and further strengthen the programme for mathematics providing more challenge for the more able four year old children in the area of calculation.

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.